
**Emmanuel
College**

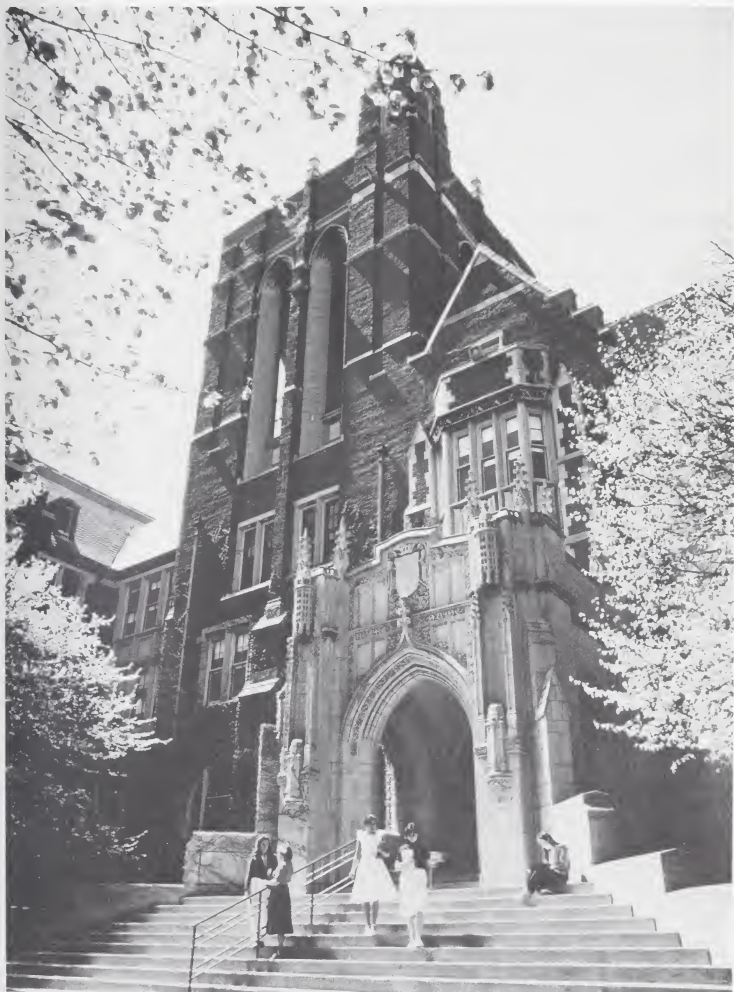
1985-1987 Catalogue



Emmanuel College

400 The Fenway
Boston, Massachusetts 02115

1985-1987 Catalogue



Facts In Brief

The College:

A four-year Catholic liberal arts college for women.

Location:

A beautiful 16-acre residential campus located in Boston, on the Fenway.

Overall Enrollment:

1200 students (includes undergraduate, graduate and continuing education)

Faculty:

Over 89% percent hold the doctoral or other terminal degree.

Student/Faculty Ratio:

14:1

Student/Course Ratio:

18:1

Library:

126,464 volumes, 535 periodicals

Admission:

Emmanuel College admits qualified women at the undergraduate level, and qualified women and men as Continuing Education students and in special or graduate programs, without discrimination on the basis of race, color, religion, national or ethnic origin, or handicap.

Accreditation:

Emmanuel College is accredited by the New England Association of Schools and Colleges.

Financial Aid:

74 percent of undergraduate students receive some form of financial assistance.

Degrees Offered:

Bachelor of Arts
Bachelor of Science
Bachelor of Fine Arts
Master of Arts

Areas of Study

Accounting
Art (Studio)
Art History
Art Therapy
Bachelor of Science in Nursing
(for Registered Nurses only)
Biochemistry
Biology
Business Management
Chemistry
Communication Arts
Computer Science
Economics
Education: Elementary, Secondary
Engineering: Dual Degree Programs
English
French
German
Gerontology
History
Intercultural Studies
Italian
Mathematics
Medical Technology
Music Education
Music Therapy
Philosophy
Physics
Political Science
Premedical/Predental/Pre-law
Psychology
Rehabilitation Counseling
Sociology
Spanish
Theological Studies

The information contained in this catalogue is accurate as of July 1985. However, Emmanuel College reserves the right to make changes at its discretion affecting policies, fees, curricula, or other matters announced in this catalogue. It is the policy of Emmanuel College not to discriminate on the basis of race, color, religion, sex, national origins or the presence of any handicap in the recruitment and employment of faculty and staff and the operation of any of its programs and activities, as specified by federal laws and regulations.

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General Information

Emmanuel College

Founded in 1919 by the Sisters of Notre Dame de Namur, Emmanuel College is New England's first Catholic college for women. Emmanuel combines the liberal arts curriculum with the religious and ethical perspectives of Catholicism to create an academic atmosphere which fosters respect for the dignity of all people, appreciation for the beauty and goodness of creation, and reflection upon contemporary issues in the light of biblical mandates. The College reflects the religious and educational mission of a Catholic Church committed to human rights, social justice, and world peace. As part of its religious identity, the College encourages students and faculty of all religious backgrounds to learn and to teach in an environment which is shaped by an engagement with both intellectual and moral issues.

The liberal arts have been the foundation of the education Emmanuel has offered to women throughout its history. The enduring value of the liberal arts lies in the ability to cultivate both the means of acquiring and evaluating knowledge and the imagination to shape new and alternative ways of perceiving, thinking, and creating. By offering a variety of career-oriented programs informed by the liberal arts disciplines, the college enables students to prepare for professional fields, while at the same time maximizing generic skills and knowledge which can be applied to diverse and changing circumstances. This link between the liberal arts and career-oriented programs at Emmanuel reflects the college's sense of responsibility to students for the lives they will create and for their life-long need to be able to identify changing talents and concerns; to have the analytical, communicative, and creative skills necessary for growth; to be able to discern worthwhile work; and to bring ethical standards and moral sensitivities to all endeavors.

Emmanuel is situated in the city of Boston at the intersection of the city's educational, cultural, and medical centers. The College's urban location provides special opportunities, as well as responsibilities. Through its presence, its programs, and its engagement in the analysis and solution of urban problems, Emmanuel strives to serve the community from which it receives so much enrichment.

As a women's college, Emmanuel has maintained a continuing commitment to educate women of all ages in an environment which supports the conviction that women have the right to pursue the full range of academic experiences and professional and personal choices. Building upon the critical abilities of a liberal arts education and the religious and ethical perspectives of a Catho-

lic education, Emmanuel enables women to reflect upon their experiences and perspectives as women and to use these as the basis for extending their concern for justice and human rights to all contexts.

Emmanuel is committed to the education of the whole woman. This education takes place not only in the classroom but also in informal interaction, in individual counseling and especially as students become involved in the policy-shaping bodies of the college. The Student Government Association is an active and vital part of campus life, enabling communication to take place not only among the students themselves but also between students and the other members of the college community. Students participate in the decision-making process which affects their college lives and at the same time learn valuable skills which will be useful after they complete their education.

Academic Information

Degree Requirements

Emmanuel College confers the Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, and Master of Arts degrees. The Associate in Arts and the Bachelor of Science in Nursing degrees may be earned only by Continuing Education students.

Baccalaureate Degrees

To qualify for the B.A. or B.S. degree a student must successfully complete thirty-six courses; a minimum of eighteen must be completed at Emmanuel (except in special Continuing Education programs). The B.S. degree may be selected by students with departmental concentration in biology, biochemistry, chemistry, physics or psychology. Students concentrating in education receive the B.S. degree. The B.F.A. degree requires twenty-one courses (84 credit units) in art plus core requirements. The B.S. in nursing is open only to registered nurses.

Degrees are awarded only if a cumulative quality point average (credit ratio) of 2.0 is achieved, and a student has at least a "C" in each of the ten appropriate courses of the major or the number determined for the program.

The Academic Plan

Curriculum

The curriculum allows students to explore a wide range of liberal learning and at the same time to concentrate in a definite area of interest and professional concern. The normal course load for freshmen is four full courses first semester and five courses second semester. During the other three years a student will ordinarily carry nine courses a year.

Divisions

The curriculum is divided into five divisions:

1. English, Foreign Languages;
2. Biology, Chemistry, Mathematics, Nursing, Physics, Psychology;
3. Economics, Education, History, Political Science, Psychology, Sociology;
4. Philosophy, Theological Studies;
5. Art, Music.

Departments

There are 17 departments: Art, Biology, Chemistry, Economics and Business Management, Education, English, Foreign Languages, History, Mathematics, Music, Nursing, Philosophy, Physics, Political Science, Psychology, Sociology, Theological Studies.

General Requirements

The general requirements of Emmanuel College are designed to introduce the student to those major intellectual and cultural traditions which express the ongoing human endeavor to expand what can be known about the world; to create new meanings out of the matter and forms of experience; to develop ideas and critical perspectives for understanding personal, political, and social relationships; and to reflect upon the moral and spiritual dimensions of life.

The courses included in the general requirements reflect a serious commitment to the humanities in the cultures of the world. This tradition is explored in such a way as to integrate knowledge and the responsibility for the uses of knowledge as these affect self and others. Because the sciences and social sciences exert a powerful influence upon present and future society they are also examined from a humanist perspective.

The general requirements provide a common axis from which the student develops a major field of study, and more importantly, a lifelong engagement with those general concerns that are the heart of liberal arts education.

Guidelines

The general requirements of the college may be fulfilled only through those courses which have been expressly approved and designated by the committee on general requirements, following recommendations by the various departments. These courses are marked + on the master schedule and in the catalogue.

The general guidelines to be used by the departments and the committee in designating those courses to be included in the general requirements are:

- a. that the course makes a substantial contribution to the student's awareness of the major intellectual traditions, e.g., scientific, literary, artistic, speculative;
- b. that the course be one that would serve as a foundation for further exploration of more topical, specialized subjects within such traditions;
- c. that the course brings the student into direct contact with the work of major thinkers, authors, creators, discoverers;
- d. that the course requires independent work by students outside of examinations;
- e. that the course develops skills in the appropriate methodology of the discipline: comprehension, analysis, synthesis, and communication of the content of the discipline.

Courses

The general requirements to be accomplished by graduation are:

- 1 semester art or music
- 2 semesters Cognitive Foundations for the Liberal Arts (mathematics and computer science; composition and logic 101 and 102; or 102; or 103)
Note: 2 semesters of composition and logic required if student enters at 101 level.
- 1 semester English humanities
- 2 semesters of the same foreign language
- 3 semesters interdisciplinary studies in the liberal arts after freshman year (See p. 76 for a fuller description of Interdisciplinary Perspectives in the Liberal Arts)
- 1 semester philosophy
- 1 semester Reading Study Skills (no credit)
- 2 semesters science: biology, chemistry, or physics
- 2 semesters social science: economics, education, history, political science, psychology, or sociology
- 2 semesters theological studies

Concentration Requirements

- a. Departmental concentration consists of at least 10 courses in a department offering a concentration. The department may not require more than 10 courses; the student may elect to take additional courses. No more than 16 courses may be taken in one department.
- b. Double departmental concentration consists of 10 full courses in each of two departments. The requirements for special programs are usually too great to allow a double major.
- c. Divisional concentration consists of 12 full courses in any division arranged over three departments so that at least six courses are taken in one department and at least two courses in two others.
- d. Interdepartmental concentration consists of 10 full courses in two departments distributed five and five, or six and four.
- e. In addition to a major concentration, students may follow minor programs in the following areas: communication arts, computer science, English literature, foreign language, history, mathematics, philosophy, sociology and theological studies. Please refer to specific departments for details.

Time Options

In addition to the flexibility characterizing the curriculum there are also various options regarding the time spent in completing the degree:

- a. *Traditional option:* This is the familiar college program composed of eight semesters with nine courses each year.
- b. *Open-ended options:* Students may plan their time at college in a number of other ways. Leaves of absence may be taken for one or two semesters; part-time course loads of one or two courses may be taken through registration as a special student; those over age 23 who have left the college before graduation may return as Continuing Education students.
- c. *Accelerated option:* Interested students should consult with the advisor.

All these options are designed to facilitate degree completion in as flexible a way as possible so that the college may serve students with different needs and backgrounds.

Art Therapy

This program is designed to enable students to use art in a therapeutic and helping way. Program components include an art major, and courses in biology and psychology. A clinical practicum course will provide students with the opportunity of working with children, adults, or older people. Career opportunities include teachers of exceptional children, therapists in rehabilitation centers and recreational directors in hospitals, nursing homes and day-care centers. The program leads to a B.A. in Art with specialization in art therapy. (See description in Art Department Special Programs—COURSES OF STUDY section.)

Bachelor of Fine Arts

In addition to the B.A. with a concentration in art, the art department offers the B.F.A. degree. To achieve this degree the student takes studio courses that ensure sequential learning experiences in both fundamental and specific areas of art. Twenty-one courses in art are required plus core requirements.

Communication Arts

The Communication Arts Program in the English Department introduces the student to professional applications of an English Major through an interdisciplinary approach that emphasizes analytical skills and writing in combination with courses in either business management or the visual arts. The Communication Arts Program consists of four components:

- 1. The English component provides the historical and critical knowledge of American and English literature necessary for an intelligent approach to contemporary culture. It offers training in journalism as well as opportunities for professional experience through working internships in the Boston area.

2. The study of the history and politics of the media familiarizes students with the important issues concerning the social impact of communications.
3. An introduction to computer programming enables the student to begin to develop computer literacy, essential in the growing, technology-based communications environment.
4. A sequence of courses in either business management or art provides a more specialized direction to the study of communications. Courses in the Art Department focus on graphic design and help the student develop an historical and practical understanding of visual communication, central to working with today's visually-oriented media. As an alternative to the art sequence, the student may choose courses in the Business Management Department. These courses will introduce a student to principles of finance, management, and marketing—an invaluable background for many careers in information-based, professional settings.

This combination of courses in a variety of disciplines is designed to develop an understanding of the many facets of communications and an awareness of the career opportunities available.

Preprofessional Programs of Study/ Internships, Practica

Accounting, Business Management, Economics

To provide practical experience related to the student's courses at Emmanuel, internships are required of seniors in Accounting and Business Management, and strongly recommended for Economics majors. In addition to helping a corporation or government agency in its regular operations, students learn how to write resumes, take job interviews and search for a job. The internship is excellent experience for full-time employment or for graduate school. (See COURSES OF STUDY section for Accounting, Business Management, and Economics.)

Gerontology

The program is designed to provide a comprehensive educational experience for students in the science of gerontology and its application in geriatrics as well as a broad liberal arts background. The program can be preparation for graduate study or for the application of acquired skills through employment in various public and private institutions and agencies offering services to the aging population. (See description in Psychology Department Special Programs—COURSES OF STUDY section.)

Medical Technology

Emmanuel College offers training to students as preparation for the field of medical technology. (see Biology Department Special Programs—COURSES OF STUDY section.)

Music Therapy

This program is designed to enable the student musician to apply her talent to the treatment of individuals with special needs. The student will train in at least 5 clinical settings, using music for relaxation, stimulation, and to evoke developmental change and communication. Throughout their senior year, students serve a 24-hour per week internship. They apprentice with credentialed therapists and work with other health care professionals as part of a treatment team at selected hospitals, schools, institutions, and community centers. Emmanuel's music therapy curriculum is approved by the American Association for Music Therapy. Upon successful completion of the program, Emmanuel graduates become eligible for certification as music therapists (C.M.T.). (See description in Music Department Special Program—COURSES OF STUDY section).

Premedical/Predental Programs

The admission requirements of medical and dental schools are to some degree standardized by the Association of American Medical Colleges. It is possible to prepare for these schools by majoring in any department provided the student includes in her program the following courses which meet the *minimum requirements* for entrance to most medical and dental schools: two semesters each of biology, physics and English, and four semesters of chemistry. A research experience in science is strongly recommended. Since students must offer specified courses for admission to some schools of medicine and dentistry, a student should present to the Health Professions Committee a catalogue of the schools of her choice so that her undergraduate courses may be chosen to conform to the requirements of the school she hopes to enter.

Rehabilitation

This program is designed to prepare a student for work after graduation as a rehabilitation case worker at rehabilitation centers, hospitals, half-way houses and other agencies in the many professional and paraprofessional positions available. (See description in Psychology Department Special Programs—COURSES OF STUDY section.)

Emmanuel graduates, having specialized in rehabilitation under the direction of the psychology department, may pursue graduate study in the Assumption College Institute for Social and Rehabilitation Services under the terms of an interinstitutional agreement. Subject to the recommendation of the chairperson of the psychology department at Emmanuel College, students majoring in the Rehabilitation Program will be assured

admission into the graduate program in Rehabilitation Counseling at Assumption College, providing they meet the entrance requirements of the Graduate School of Assumption College.

Teacher Certification Program

The education department offers a program leading to certification for teaching on the elementary level, as well as in subject areas on elementary and secondary levels. An essential component of this program is the teaching internship of a full semester in the senior year. (See Education Department—COURSES OF STUDY section.)

Internships and Practica

Many departments offer the opportunity for students to receive credit for off-campus academic experience through programs of internships and practica. An internship consists of any one or a combination of three components: work, research and observation. The program is directed by an instructor of the college and the student is supervised on location by personnel of the agency. A practicum consists of clinical experience closely related to the student's field of concentration serving people with special physical, mental or social needs. The program is coordinated by an instructor of the college and the student is supervised in the clinical setting by a qualified professional. No more than eight credit units are accepted from internships or practica toward fulfillment of the degree requirements. Internships and practica are restricted to students with junior or senior status.

Research Internships in the Life Sciences

Selected biology majors interested in the health professions are offered the opportunity to undertake original research during the senior year at institutions such as Brigham and Women's Hospital, Cambridge Hospital, Dana Farber Cancer Center and the Hebrew Rehabilitation Center for the Aged. (See description in Biology Department Special Programs—COURSES OF STUDY section.)

Intercultural Studies Program

Emmanuel College offers an Intercultural Studies Program in cooperation with missions of the Sisters of Notre Dame throughout the world. The program combines academic work with a crosscultural internship. Open to majors in all fields, program requirements include five preparatory courses, intercultural internship, and integrative honors course. Each student designs her program in consultation with an academic advisor. (See description under Interdisciplinary Studies—COURSES OF STUDY section.)

Interinstitutional Programs

Simmons College and Wentworth Institute of Technology

Programs of cooperation exist with nearby Simmons College and Wentworth Institute of Technology. Students in the upper classes at Emmanuel may enroll in Simmons and Wentworth courses not offered at Emmanuel; correspondingly, students at Simmons and Wentworth may enroll in Emmanuel courses according to guidelines established by Simmons and Wentworth. Students may register for one course per semester and are expected to attend classes regularly despite any differences in college calendars and/or class periods.

Student Exchange Program

The three Notre Dame colleges in the United States (College of Notre Dame, Belmont, California; Trinity College, Washington, D.C.; and Emmanuel College) have a student exchange program for sophomore and junior students. Students who are eligible for consideration may seek further information from one of the upperclass advisors in the Academic Dean's office.

Washington Semester

A student in the political science department may be granted leave in her junior year to study for one semester at Trinity College, Washington, D.C. The student has the opportunity of participating in an internship on Capitol Hill under the direction of the Emmanuel College Political Science Department.

Foreign Study

Students may spend a semester or an academic year at a foreign university. Normally, a student enrolls as a member of a regularly organized study group under the auspices of an American institution acceptable to Emmanuel College. Students who wish to follow such a program must give evidence of serious interest, ability and general maturity.

Any student who wishes to apply to a foreign university or an American institution sponsoring foreign study, will first obtain preliminary approval of the appropriate Assistant to the Dean for Advising. That advisor must approve the entire program for foreign study before the student enrolls. Applications for the first semester or for an entire year should be completed by April 1 and those for second semester by November 1. Credit will not be given for any grade below C.

Dual-Degree Programs in Engineering

Emmanuel College and Northeastern University jointly offer a five-year dual-degree engineering program in the areas of mechanical and industrial and civil engineering. Students majoring in biology, chemistry, mathematics or physics who

participate in this program will be awarded two degrees at the end of five years, a B.A. or B.S. degree from Emmanuel College and a B.S. degree in engineering from Northeastern University. They will have the advantage of participating in the Northeastern Cooperative Program for a total of five quarters, and because of the proximity of the two schools, of taking courses simultaneously in the same semester at the two institutions.

Emmanuel College participates in two additional dual-degree programs in engineering: *The Combined Plan* of the School of Engineering and Applied Science of Columbia University, and an interinstitutional dual-degree program with Worcester Polytechnic Institute. Details on these programs are available in the office of the Academic Dean.

Academic Regulations

Registration

Students register officially with the Registrar's Office at the beginning of each semester. Full payment of tuition and fees on or before the registration date is a required part of the registration process. Students already enrolled pre-register in April for the following fall semester and in November for the following spring semester. Students may not enroll in a class after it has been in session for two full weeks.

Students wishing to change a course must secure the necessary forms in person, in the Registrar's Office and obtain all required signatures. This must be done during the course-change period specified by the Registrar. The course-change period usually occurs during the first two weeks of the semester. Changes in courses are processed without charge during the first week; during the second week changes are made, but there is a late registration fee of \$5 for each change.

No changes will be made after the course-change period, and a student is liable for full payment of any course from which she withdraws after that date.

Changing a Major

Ordinarily, changes of major are made on the registration forms during registration period. At other times, a card, properly endorsed, must be returned to the Registrar's Office. Students must declare a major by April of sophomore year and may declare during the previous November or April.

Class Attendance

Students are expected to attend class regularly. Each faculty member will state clearly on the course syllabus the relationship between class participation and course grade. Faculty may take attendance.

Auditing and Visiting Classes

With the approval of the instructor, students may register to audit a course by written notification to the Registrar before the end of the second week of classes. Audited courses are recorded on the transcript and full tuition is charged. Neither a grade nor credit

is given. The total courses taken for credit and audit in a semester cannot exceed the equivalent of five full courses.

Emmanuel encourages students to visit classes with instructors' permission. Registration is not necessary; tuition is not charged and no official records are kept, although the instructor may file a letter recording the presence and performance of the student in the course.

Internship Policy

The responsibility for identifying and locating an appropriate internship rests with the student in consultation with the department involved. Negotiations should begin during the pre-registration period. Placement should be confirmed before the beginning of the semester but no later than the second week of the semester. The commitment is made firm at the time of placement so that ordinarily internships may not be dropped during the course-change period. In extraordinary cases, when an adjustment needs to be made, the Emmanuel supervisor of the internship will talk to the agency supervisor. Then the Academic Dean, the college supervisor and the student will discuss the problem. This could lead to a drop during the course-change period.

Examinations

Examinations are considered an essential means of evaluating a student's academic performance and progress. Traditionally, examinations have been required in all courses at the end of each semester. Under certain circumstances, however, the instructor may request a waiver for the final examination in his/her course, provided the omission of a final examination does not in itself unfairly prejudice a student's grade.

Grading System

Instructors submit final grades to the registrar at the end of each course. Midsemester grades are submitted for freshmen. Letters express the quality of the work and are correlated with quality point values as follows: A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1, F = 0, INC = Incomplete. In addition, P = Pass, W = Withdrawn and UW = Unauthorized Withdrawal.

A student's quality point average or credit ratio is the ratio of quality points earned to credit units carried by registration. The grades P, W and UW are not computed in the ratio; the grades F and INC are included as 0.00 and hence lower the quality point average. Grades submitted at the end of a course shall be considered final.

Transfer credits will not be included in the grade point averages for courses satisfied by advanced placement. This means that the cumulative credits carried on each semester's grade report do not, necessarily, reflect the credits which have been accrued towards graduation.

The quality point penalty for an F is removed automatically upon successful repetition of the same course or of a substitute course for which the student has registered with the approval of the adviser, the chairperson of that department. The transcript continues to record the original failure.

In exceptional cases students who have been unable to complete the work of a course may petition to receive a grade of incomplete. Such requests will be granted only for extraordinary reasons (e.g. serious, prolonged illness). A form for each incomplete must be signed by the faculty member, the student and the appropriate dean and then submitted to the Registrar. Normally all incomplete work must be completed within the first six weeks of the next semester. In extraordinary circumstances the appropriate dean, in consultation with the student and faculty member, may extend the Incomplete but not beyond the final day of that semester. If the work is not completed by the end of the semester, the Incomplete automatically becomes an F.

Only courses with a semester grade of at least C(2.0) are accepted in the area of concentration; grades of at least D(1.0) are accepted in all other courses. To encourage better performance, instructors warn students who are in danger of failing at mid-semester and also notify the appropriate dean.

If the student officially withdraws any time between the add/drop period and the last day of class a W is recorded. Official withdrawal is achieved by obtaining the proper signatures on the withdrawal form available from the Registrar. No indication of withdrawal is recorded on the transcript if the course is dropped within the first two weeks of class. Withdrawal is not possible after the last day of class.

Pass/Fail Option

The pass/fail option is possible for two elective courses which are neither in the field of the student's major concentration nor among the general requirements. The pass/fail option is open to sophomores, juniors and seniors. Continuing Education students who use the life-and-work-experience privilege may not make use of the pass/fail option. The option should be formalized in the Registrar's Office by the established deadlines each semester. Faculty shall be informed of the pass/fail option only when grading sheets are distributed. Grades for students so choosing are submitted only as Pass/Fail (P/F). A Pass grade does not receive quality points and is not counted in determining the QPA. Pass/Fail grades are never changed to letter grades after the course is completed.

Reports and Records

Students receive an official grade report from the Registrar at the end of each semester. Freshmen receive mid-semester grades from the Associate Dean's office.

Emmanuel College regulates access to and release of students' records in accordance with the prescriptions of the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment).

The purpose of the act is to protect the privacy of students regarding:

- a) the release of such records
- b) their access to records maintained by the institution.

It is the policy of Emmanuel College not to release address and telephone numbers of students to persons outside the college without the express permission of the student. Exceptions to this are for verification for financial awards, and to government agencies. In case of emergency, the Registrar will direct requests to the Dean of Students.

Otherwise, the College will release to individuals and organizations, only matters of public record, unless authorized by the student. This information would include whether or not the student is currently enrolled, the name of the division or class, dates of enrollment, degree, major and honors.

Government agencies have access to verification of date and place of birth and verification of signature. They do not have access to student records and files except on written authorization of the student.

The College will withhold copies of grade reports and transcripts of students under certain conditions, such as unmet financial obligations.

The student has the right to privacy of his/her records and thus the educational institution may not release education records (or personally identifiable information contained therein), without written consent of the student to any individual agency or organization other than the college officials. A record is kept of such release of information.

Official transcripts are provided on written request of students or alumnae at a cost of two dollars (\$2) per transcript. (Ten days to fulfill the request).

Unofficial copies are furnished at a cost of one dollar (\$1) per transcript.

The student has the right to review and challenge educational records which the educational institution maintains on her/him beginning January 1, 1975.

The student may waive this right in special cases of confidential letters of recommendation relative to admission to any educational agency or institution, or application for employment or receipt of an honor or honorary distinction. Such waivers may not be required as a condition of admission, receipt of financial aid from, or receipt of any services or benefits from, such an agency or institution.

The following procedure is used for access to, obtaining of, and explanation/interpretation of, records:

1. The student requests access to her/his records by filing request form with the appropriate officer.
2. On the date agreed upon by the student and the officer involved, the review is made in conference with the office supervisor (or delegate) who answers any questions relative to the folder.
3. This review applies to evaluation material submitted on/after January 1, 1975, unless access is waived by the student.
4. The College reserves the right of forty-five (45) days for compliance with the request.
5. Each office maintains a record of anyone who has requested and obtained access to each student's record.

If on review, a student wishes to challenge a grade on a transcript (or grade report), the procedure is as follows:

1. Determination of error having been made by:
 - a. consultation with faculty member involved;
 - b. consultation with Registrar (or other officer involved).
2. Challenge of grade, or other information in record, by:
 - a. informal discussion with faculty or administration person involved;
 - b. if not satisfied, informal discussion with chairperson and then with Academic Dean/Dean of Continuing Education;
 - c. if still not satisfied, formal application to Academic Review Board for hearing with the opportunity for full and fair participation;
 - d. rendering of written decision in reasonable time, with both parties notified. If the record remains unchanged, an insertion of the opposite stance will be made in the student's folder.

Information regarding individual students is maintained in the following offices of Emmanuel College:

- a. *Registrar's Office*
 - * Academic Folder
 - Letter of application
 - High school and college records
 - CEEB scores
 - Grade reports
 - Academic standing
 - Transcripts
 - Directory
- b. *Admissions Office, Career Placement Office, and Continuing Education Programs*
 - Recommendations
- c. *Business Office and Financial Aid Office*
 - Financial Record
- d. *Counseling Services Office*
 - Test Data
- e. *Dean of Students Office*
 - Disciplinary files

- f. *Associate Dean's Office*
 - Goals
 - Statements of Purpose
- g. *Continuing Education Office*
 - Academic folders
- h. *Educational and Pastoral Ministry Office*
 - Academic folders

Transfer of Credits

Emmanuel students wishing to receive credit toward an Emmanuel degree for summer school courses taken at another institution shall secure the approval of their adviser, the chairperson of the department at Emmanuel and the Academic Dean *before* the courses are taken. Notification of this approval is filed with the Registrar and a maximum of two full courses (eight credit units) will be allowed in any one summer. Such courses will be recorded as transfer credits on the Emmanuel transcript for the number of credits granted by the institution where the course is taken. Only grades of C and above are accepted in transfer.

Academic Standing

Class standing is determined by the number of courses completed at the beginning of the first semester of the academic year; for sophomore standing, nine courses; for junior standing, eighteen courses; for senior standing, twenty-seven courses; for graduation, thirty-six. Student teachers should have a 2.5 quality point average.

Academic Probation

Definitions

"probation" – a student is on probation if her average for the previous semester is below 2.0. Her record, therefore, is reviewed by the Academic Board. During the next semester she may not carry five courses nor may she leave any work incomplete.

"unsatisfactory progress" – two consecutive semesters below 2.0 plus a cumulative average under 2.0. (The student is *not eligible for financial aid* during the following semester.)

Actions of the Academic Review Board – effective 1985-86

After a semester, a student with a quality point average between 1.00 and 1.99 shall receive a warning. Following a *second semester* if her quality point average is between 1.50 and 1.99, she shall receive a final warning and shall meet formally with the Academic Review Board members. If, however, after a second semester her quality point average is below 1.50 she shall be required to take a leave of absence.

A student with a quality point average below 1.00 after a semester shall receive a final warning. *If after a second semester*, her quality point average is below 2.0 she shall be required to take a leave of absence.

After an imposed leave of absence for one semester, a student may return to the college and

may carry up to four courses with no incompletes. If, at the close of that semester, her semester average is below 2.0 she shall be asked to withdraw from the College.

A student, with due process, may be dismissed for other than academic reasons.

Leave of Absence

Students may take a leave of absence for one or two semesters with the approval of the appropriate dean. During this time, a student does not ordinarily study at another college; such permission is granted only by the Academic Review Board.

Withdrawal

Students may officially withdraw from the college at any time with the written authorization of their adviser, the appropriate dean and the Vice President for Business and Finance. Failure to register for courses for two consecutive semesters constitutes an automatic withdrawal. Mere absence from classes and examination is not a withdrawal nor does it reduce financial obligations. Only students who have officially withdrawn are issued transcripts by the Registrar. Students holding National Direct Student Loans or Veterans' Benefits must have a withdrawal interview with the appropriate representative of the college.

Re-admission

A student in good standing who has voluntarily withdrawn from the college and who wishes to be re-admitted should apply to the Director of Admissions at least one month prior to the beginning of the semester in which re-admission is sought.

Degree Application

A degree application form must be submitted to the Academic Dean by September 15 of the senior year. The College will not be responsible for the graduation of any student who fails to submit this form. The student must also meet with the general advisor responsible for seniors before December 15.

Honors

In January and June the appropriate dean publishes the names of students who have attained academic distinction the preceding semester. Students with an average of 3.4 with four graded courses and no Incompletes at the close of the semester, achieve placement on the Dean's List.

At graduation the degree of Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science *cum laude*, *magna cum laude*, *summa cum laude* is awarded to a candidate whose scholastic performance reflects high achievement in all courses followed.

The minimum grade point average for each honor is as follows: *cum laude*, 3.33; *magna cum laude*, 3.60; *summa cum laude*, 3.80.

Transfer students entering with advanced stand-

ing are eligible for recommendation for degrees *cum laude*, *magna cum laude*, and *summa cum laude* under the same quality point average requirements expected of those students who enrolled as freshmen. The complete record of performance accomplished elsewhere is evaluated along with the college record to establish the overall quality point average. Transfer students must have completed 18 courses while enrolled as a full-time student at Emmanuel to be considered for these honors.

Continuing Education students who are not eligible for Latin Honors and who attain a quality point average of 3.75 are eligible for Presidential Honors at Commencement.

Students graduating from Emmanuel College who are within the top 10 percent of the class are eligible for membership in Kappa Gamma Pi, the National Honor Society organized in 1927 for graduates of women's Catholic colleges in the United States.

Students who receive a quality point average of 3.5 in major courses and who successfully complete a significant senior project, determined in consultation with the department, may graduate with *Distinction in the Field of Concentration*. Students with interdepartmental majors are eligible for Interdepartmental Honors if they have an overall quality point average of 3.67 for all courses in each department taken for sophomore, junior and senior years.

A number of student honor societies are present on campus. These include: Beta Beta Beta, the Biological Honor Society; Phi Alpha Theta, the National Honor Society in History; Psi Chi, the Psychology Honor Society; and Sigma Pi Sigma, the Physics Honor Society.

Academic Support Services

Academic Advisory Program

Emmanuel offers advisement to enable each student to discover her gifts and to develop her potential as fully as possible. Each new student at Emmanuel, whether freshman, transfer, or special, plans her program within the context of her goals with her academic advisor in the office of the Associate Dean. At least twice a semester the student discusses with her advisor her academic goals, her interests, her skills, and her course progress so that she may clarify future academic decisions.

After the student declares her major (in April of freshman year or November or April of sophomore year) she then meets with a department faculty member on a regular basis for academic interviews. The student is free at any time to seek the counsel of the appropriate Assistant to the Academic Dean for Advising, or in certain matters, of

the Academic Review Board. *The ultimate responsibility, however, for fulfilling graduation requirements rests with the student.*

Academic Resource Center

The Academic Resource Center (ARC), located on the lower level of the library, includes tutorial areas for math-related fields, study skills, reading and writing; classroom space; and the "Apple Plus Lab," consisting of seven Apple II Plus microcomputers. The foreign language laboratory, which contains several dual-track tape recorders, is also located in the "Apple Plus Lab."

Library Services

The Cardinal Cushing Library offers students the use of extensive reference and circulating collections as well as a periodical room with indices, journals, microfilm and the Deadline Data on World Affairs and instruction in the use of all these materials. As a member of the Fenway Library Consortium, the library works together with several academic institutions to exchange information and optimize each individual library's resources. Through interlibrary loan programs, compilation of a serials union list and participation in a computerized shared-cataloguing system, the library is better able to meet the needs of the library user.

Student Life

Emmanuel is located in Boston, one of the richest historical, cultural and intellectual cities in the United States. The academic and cultural experiences of the student extend far beyond the boundaries of the campus, with such facilities available as the Museum of Fine Arts (a few minutes' walk from Emmanuel), the Gardner and Harvard Museums, and Symphony Hall. Internships provide a firsthand experience of the city and a good opportunity to integrate knowledge acquired in the classroom with practical experience. Emmanuel College is in the midst of the heaviest concentration of colleges in the world, including Harvard, MIT, Boston University, Northeastern, Boston College, Tufts, Simmons, and Wheelock. Emmanuel students share in planning social events with other colleges in the area.

Interested Emmanuel students comprise a Programming Board which works with the Student Activities Office to plan activities ranging from concert pianists, to lectures, to social events. Choral and dramatic productions offer students on and off campus performance opportunities each semester.

The college seeks—through academics, theological studies and pastoral sensitivity—to serve both the college community and the local community. Volunteer services of various types, including work as aides in the many nearby hospitals and in tutorial programs in the inner city, provide students with opportunities to develop not only an awareness but also an inclination to involvement.

The Student Government Association provides leadership opportunities for student development and serves as a communication channel for expressing the needs and opinions of the students to the college community.

General Regulations

Regulations and information covering all phases of student life are contained in the Student Handbook. Each new student receives a copy of the handbook during Orientation Week. All students are expected to fulfill the obligations set forth.

When College residence halls are closed during vacation periods, students may not remain overnight or resume residence before the official opening date.

Emmanuel College students who are not living at home or residing on campus must report their local residence to the Registrar and the Dean of Students.

The College assumes no responsibility for students when they are off campus.

Student Services

Athletics

Emmanuel offers a three-season intercollegiate sports program which includes tennis, cross-country running, basketball and softball. Our division III college competes in NCAA, ECAC and MAIAW and belongs to other organizations. The basketball team has played exhibition games as far afield as Ireland.

Sports facilities include a gym, training room, tennis courts, and weight/exercise room. Arrangements with neighboring institutions give students access to a swimming pool and softball field.

A recreation program is offered including intramurals, workshops, special events, recreational swimming, fun runs and other activities.

The department adheres to the belief that the total education of the individual occurs through integrated learning experiences including the physical, mental, emotional, social and spiritual. Though its major means is physical, the opportunities offered provide the atmosphere for these integrated experiences.

Close attention is given to the academic work of student athletes.

Campus Ministry

Campus ministry seeks to provide a place for Emmanuel students to integrate their lives on campus with reflection, prayer, discussion groups, service activities, retreats and liturgical celebration. Student participation is sought and encouraged in every aspect of campus ministry.

Committed to the belief that "Action on behalf of justice and participation in the transformation of the world fully appear . . . as a constitutive dimension of the preaching of the Gospel . . ." (*Justice in the World*, 1971, Synod of Bishops) justice and peace activities are located within the Campus Ministry Office. The explicit connection between this aspect of campus ministry and the student body is in its linkage to the student Justice and Peace Committee. Together, the campus ministers and the Justice and Peace Committee strive to be active participants in the transformation of this world through the liberation of humankind from every oppressive situation.

Career Placement and Counseling Services

Counseling Services provides assistance to any member of the Emmanuel College community who wishes to discuss any matter of personal concern in a supportive and confidential atmosphere. It also serves as a resource for students by offering a wide variety of personal and career-related workshops.

Services and programs include:

1. Individual counseling to aid in decision-making and to promote self-understanding. Occupational and personality testing, with interpretation by a trained counselor, is also available.

2. Workshops and group discussions on such topics as assertiveness training, peer counseling, interpersonal communication, weight control, time and stress management.

3. Consultation services with existing campus groups.

Career Placement Services provides both individual and group career and placement counseling to assist students and alumnae to match skills, career directions, and employment opportunities. The Career Placement library contains resource material on occupational information, graduate and professional schools, and job listings for full-time employment. In addition, the Job Location and Development Program assists students in securing part-time employment while they are enrolled at Emmanuel.

Individual consultation is available and strongly encouraged throughout the student's educational career, not only as a means to assist in exploring potential and actual career opportunities but also as an aid in understanding the requirements and training necessary for success in one's chosen field.

Group activities include career-related workshops such as career management, resume writing, interviewing skills, job search techniques, exploring career options, and determining marketable skills.

Career/Life Planning Program

The Career/Life Planning Program, offered through Career Placement and Counseling Services, was implemented to meet the need for students to become more aware of and actively involved in their own career/life planning. This program, which students are required to attend during their academic career at Emmanuel, was designed to assist each student in identifying her own unique blend of interests, values and skills, and in integrating this knowledge into life and career choices. Each student is also taught, through a combination of lecture and discussion, the life skills of goal-setting and decision-making, occupational research, and traditional, as well as non-traditional job search techniques.

The Career/Life Planning Program is divided into four sections, each of which corresponds to a student's need for self and career awareness at a specific time in her academic life.

010 Career/Life Planning I. Overall view of the career/life planning process. Exploration of individual interests and values as related to life and career choices. Strategies for goal-setting and decision-making as life skills are discussed.

020 Career/Life Planning II. Exploration and identification of skills. Instruction and practical experience in exploring career options through occupational literature search. Introduction to use and availability of career resources.

- 030 **Career/Life Planning III.** Introduction to traditional and non-traditional job search techniques with participation in informational interviewing. Additional exploration of potential career choices, options for graduate study. Initial development of a résumé.
- 040 **Career/Life Planning IV.** Job search skills and strategies; résumé and cover letter writing, interviewing skills, networking, etc. Transition from college to the world of work.

Health Services

The health facilities of the college clinic and the services of its professional staff are located in St. Joseph Hall and are available to all Emmanuel students. The college physician visits the campus regularly and a nurse is on campus at all times, in case of emergency. Health insurance is required for all resident students.

Residence Life

Life in a residence hall is truly a unique opportunity to experience campus life in the fullest possible sense. Living with other students, perhaps with those of different cultural backgrounds, meeting the same challenges, learning to give and take, sharing similar accomplishments and becoming friends — all give substance to the concept of community life.

Students also have the opportunity to participate in self-government and to play an important part in making policy decisions within their hall.

Residence halls serve as living and learning units outside the classroom. Because of the contribution residence life can make to a young woman's total development, Emmanuel encourages on-campus living for its students.

Student Activities

Vital campus programs are the result of coordinated efforts by the Student Activities Office and the student Programming Board. The creative and popular events which are produced each semester offer students many and varied social opportunities.

Admission for Traditional Students

Emmanuel College seeks candidates with varied experiences, interests and backgrounds. Admission decisions are based on several factors: including previous academic record, recommendations, SAT results, personal interview with admissions staff members, and community activities. The college recommends that an applicant have strong academic preparation. The college also recognizes that applicants with non-traditional preparations may have been overlooked as potential candidates, (because standard measures did not evaluate their abilities adequately) and encourages such students to apply.

An applicant should complete 16 units in her secondary school program including the following courses:

- English-4 years
- Social Science-2 years
- Mathematics-3 years
- Foreign Language-3 years
- Laboratory Science-2 years

A student whose secondary school program has included these courses is particularly well prepared for college academics.

Four years of mathematics is recommended for a student considering college study in mathematics, physics, chemistry, business management, or the co-operative engineering program. The ability to sight-read music is recommended for music therapy majors.

Candidates for admission to the freshman class are required to take the CEEB Scholastic Aptitude Test (SAT). The SAT examination may be taken any time from the sophomore year to January of the senior year. Placement examinations are administered to new students who have entered the college. English and mathematics examinations are used to place students into appropriate sections of required freshman courses.

Admission Procedure

The application for admission should be filed with a non-refundable \$20 application fee to the Admissions Office. Candidates for admission should arrange to have the following credentials sent to the Admissions Office:

1. An official secondary school transcript.
2. Scholastic Aptitude Test (SAT) results. Achievement Tests are not required, although scores may be forwarded to the Admissions Office. These results may be used for course placement information upon enrollment.
3. Two letters of reference. One reference must be from a secondary school guidance counselor. It is the candidate's responsibility to complete her application with the requested credentials.

The Admissions Committee will render an admission decision as soon as the application is complete. In turn, accepted applicants must notify the college of their enrollment decision by the Candidates' Reply Date of May 1.

To become enrolled, the accepted applicant must forward to the Admissions Office a tuition deposit of \$100 and a \$100 room and board deposit. The tuition deposit is refundable up to May 1. After that date, it becomes non-refundable, but is credited to a student's first semester charges.

The Admissions Committee reserves the right to withdraw acceptance if a student's final report from secondary school is unsatisfactory. An enrolled student must complete a health form to be filed with the Health Service of Emmanuel College.

Candidates who wish to delay their enrollment may do so by mailing their request in writing to the Admissions Office. Enrollment may be delayed for up to one year without the necessity of filing a new application. A student must complete and return to the Admissions Office a reactivation form prior to her planned date of entrance to the college.

Interviews and Campus Visits

A personal interview with a representative of the Admissions Office is required. Applicants are encouraged to visit the campus during their junior and senior years. Students who wish to arrange a campus tour, a personal interview, a class visit or an overnight stay in the dormitories may contact the Admissions Office. If distance precludes an interview, alternative arrangements may be made by contacting the Admissions Office.

Early Decision Plan

The Committee on Admissions will take action in the fall of the senior year on the applications of well-qualified students who have applied to Emmanuel College as their first choice of college. Students applying under the Early Decision plan should state their intention on their application form. All admissions requirements should be completed before November 1. Each applicant will be considered on the basis of the recommendation of her principal or guidance counselor, her three-year high school record, rank in class, interview with admissions staff member, and the results of the Scholastic Aptitude Test (SAT) taken prior to senior year. Notification of admission under this plan will be mailed December 1. The financial assistance will be determined by December 1 or as soon as possible after that date. The admitted candidate will agree to withdraw all applications she may have filed with other colleges, and to reserve her place in the September class by paying Emmanuel College by January 1 a \$100 tuition

deposit (non-refundable but deductible from her first semester bill). She will be expected to complete her senior year satisfactorily and to submit a record of that year's work. The candidate whose application decision has been postponed will be given full and careful consideration after December 1.

Early Admission

Through its program of Early Admission, outstanding candidates may enter Emmanuel one year early.

The college welcomes the applications of superior high school juniors, recommended by their high school officials as having already attained a high degree of personal maturity and social adjustment. Such applications must be submitted prior to August 1, following the completion of the junior year. The required College Board examinations must also have been taken during the junior year of high school.

Advanced Placement

Advanced Placement Examinations for students who have taken designated AP courses in their secondary schools are offered by the College Entrance Examination Board in the spring. The Advanced Placement Examination Bulletin of Information is available from the College Board Center, Box 592, Princeton, New Jersey 08540. A student achieving an AP score of 4 will receive credit for one course and advanced placement.

International Students

Emmanuel College is open to students from other countries who show promise of profiting from their educational opportunities and experience in the United States. Special information regarding foreign student admission requirements is as follows:

1. All international students are required to submit their official secondary school transcript for review. These credentials must be accompanied by an official English translation, validated by a certified public translator.
2. Proficiency in English must be established if an applicant's native language is not English. A minimum score range of 500-550 on the Test of English as a Foreign Language (TOEFL) is acceptable. For information regarding the test, write to: TOEFL, Box 899-R, Princeton, New Jersey 08541, USA.
3. The College is required by U.S. Immigration authorities to check carefully the financial resources of each international student prior to issuing the Certificate of Eligibility (I-20 Form). The *College Scholarship Service Declaration and Certification of Finances Form* must be completed accurately and submitted to the Admissions Office with supporting documentation before an admissions decision can be rendered.
4. A complete Emmanuel College Application must be received by the College at least six

(6) months prior to anticipated college starting date (March 1 - Fall Term/ August 1 - Spring Term). The form should be sent with a non-refundable \$20 application fee (U.S. dollars only).

5. Two (2) personal references must be sent to the Admissions Office. One reference form should be completed by an academic person, the other from a non-academic person. Relatives may not submit forms for applicants.

Transfer Students

The transfer student is an important and valuable contributor to the Emmanuel College community. The college welcomes transfer applicants from junior and community colleges as well as from four-year institutions.

Students wishing to transfer to Emmanuel College in the September or January semesters should contact the Admissions Office for transfer information and application.

An applicant for transfer admission must submit:

1. The completed application form and non-refundable fee of \$20.
2. Official secondary school transcript including SAT results if taken.
3. Official post-secondary transcript including grades from most recent semester.
4. Catalogue(s) or catalogue pages which denote course descriptions of courses completed.
5. Two (2) letters of reference — at least one from a recent college professor.
6. Students are encouraged to arrange an interview with an Admissions counselor.

An admission decision will be rendered as soon as credentials have been received. Once a student has enrolled, the student will be contacted by the Associate Dean to arrange her program.

No credit is given for courses below C-. Transfer students will be expected to fulfill the regular requirements for the degree and complete 18 courses at the college.

Special Students

Students who wish to take undergraduate courses at Emmanuel College may apply to the Admissions Office as Special Students. A Special Student is usually a student who is earning credits, but not necessarily toward an Emmanuel degree. The application fee is \$10 (non-refundable). If a special student wishes to enroll for more than two courses in a semester, she must provide the Admissions Office with the following admissions credentials: a completed application, a high school transcript, a college transcript (if applicable), a letter of reference, and an interview with an admissions staff member. Arrangements for course registration will be made directly with the Associate Dean.

Applicants twenty-three years of age or over must enroll as Continuing Education students.

Finances

Expenses

Tuition, fees, and all other college charges are payable in advance of the opening day of each semester. A student is considered officially registered only when all financial obligations have been met. Checks should be made payable to Emmanuel College. Students are not eligible to attend classes or live in the residence halls unless their tuition, fees, and other charges have been paid in full or specific arrangements have been made with the Business Office for a plan of deferred payment. Deferred payment of tuition entails a fee of \$25 per semester.

All charges are subject to change at the discretion of the college whenever it is deemed necessary. The college reserves the right to withhold all or part of its services to students whose accounts are not paid in full.

Late Payment Fee

A fee of \$25 will be assessed for each failure to make payment in accordance with the prescribed regulations, as agreed upon by the student and the college.

Tuition

The average yearly tuition for 1985-86 is \$6,200.

Refunds

No refund of tuition or course fee is made after the first two weeks of a semester, regardless of the reason for the student's withdrawal. All refund requests must be put into writing in the Business Office.

Residence and Board

Effective September 1985, the charge for room and board per year is \$3,300. In addition to this charge, resident students must pay the health coverage fee, and the security and appliance fee. In case of withdrawal from residency within the first two months of a semester, only food costs will be refunded on a prorated basis. No refund will be made after the first two months of a semester.

Room deposits, made upon acceptance or entrance to the residence halls, are refundable, less cost of damage or loss of college property, upon graduation or official withdrawal from the college. Room reservations withdrawn after May 1 (for the fall semester) or after December 8 (for the spring semester) will result in a penalty of \$100, deducted from the room deposit. This applies to all students, not solely to new residents.

Students who are not officially registered in the college will not be able to live in the residence halls during the time period in which they are not officially registered.

Insurance Plan

The College has arranged with an insurance company for a health insurance plan which is compulsory for resident students. The policy provides for students' accident and sickness reimbursement insurance. Further information may be obtained from the Dean of Students and the Health Clinic.

Schedule of Fees

for Students Enrolled in the Regular Undergraduate Program

Tuition Fee (average for 1985-86)	\$6,200
Room and Board (per year)	3,300
Health Coverage Fee (COMPULSORY for residents)	90
Security and Appliance Fee (resident students per year)	60
General Fee (per year)	150
Student Activity Fee (per year)	75
Commencement Fee (for seniors only)	75
Course Fees (variable)	See Course Fee schedule next page.
Late addition, drop, or change of course (during second week of class, per change)	5
Change of Major	5
Application Fee (non-refundable)	20
Orientation Fee (freshmen only)	35
Deferred Payment Fee (per semester)	25
Late Payment Fee (per late payment)	25

Course Fee Schedule

Art fees: 324, 325, 326, 380, 411, 412: \$30; 115, 116, 140, 205, 209, 210, 219, 223, 231, 232, 242, 306, 310, 331, 335, 340, 455: \$45.
Economics and Business Management fees: ECO 220, 240, 325: \$5; BSM 230, 325, 340, 360: \$5.
Language Laboratory fees: French, German, Italian, Japanese, Spanish: \$15.
Music fees: 135, 236: \$15; 190: \$25; 335, 336, 450, 451: \$40. Applied music voice or instrumental half-hour lessons: fee to be determined by instructor; Use of practice rooms for non-majors: \$50 per semester; use of organ: \$15 per semester.
Political Science fee: 401: \$10.
Psychology fees: 275, 300, 301, 302, 430-431: \$40; 256, 385: \$5.
Science Laboratory fees: Biology, Chemistry, Computer Science, Physics: \$40.
Sociology fees: 218: \$40

Financial Aid

While the primary responsibility for meeting college expenses rests with the student and the family, Emmanuel College, through its financial aid program, is committed to helping those students, regardless of race, color, religion, sex, age, national or ethnic origin, or the presence of any handicap, who cannot meet the costs without such help. Financial assistance is offered to students who demonstrate financial need and who present acceptable academic credentials. To be eligible for financial aid, enrolled students must be making satisfactory progress, having achieved a cumulative grade point average of at least 2.0 over two consecutive semesters. Financial need is determined by subtracting the student and parent contribution from the total cost of the college. Family contribution is determined by the College after a careful analysis of the information each applicant presents on the Financial Aid Form of the College Scholarship Service.

Emmanuel College tries, insofar as funds permit, to meet each student's financial need usually through a combination of scholarship and grants, loans, and part-time work opportunities.

Application for Financial Aid

To be considered for financial assistance each applicant should submit:

1. The Financial Aid Form of the College Scholarship Service, Side I and Side II, by February 15. The FAF is available at local high schools, or on request from the Financial Aid Office at Emmanuel College. All students should check the appropriate box on the FAF to apply for the Pell Grant. Students from Connecticut, D.C., Maryland, Massachusetts, Maine, New Hampshire, Pennsylvania, Rhode Island, and Vermont should be sure to apply for their State scholarships.
2. The Divorced/Separated Parents' Statement, if appropriate. The form is available in the Emmanuel Financial Aid Office.
3. A signed copy of the parents' current Federal Income Tax Return, by April 15, or a signed letter from the parents that no Federal Income Tax Return will be filed.

4. A signed copy of the student's current Federal Income Tax Return, by April 15, or a signed letter from the student that no Federal Income Tax Return will be filed.

5. A Financial Aid Transcript, if appropriate, from each college the student has previously attended.

When the Financial Aid Form (and the Divorced/Separated Parents' Statement, if appropriate) reach the Emmanuel Financial Aid Office, the student will be considered for all assistance for which he/she is eligible. It is not necessary to make separate application for each award administered by the College. Financial aid may be renewed upon annual application, commensurate with demonstrated financial need.

Scholarship Programs

There are many Emmanuel College Scholarships which have been established for students who show financial need or outstanding academic ability. All students who complete the requirements for admission to Emmanuel College will be reviewed for Special Scholarships. Additional scholarships, grants or loans may be awarded by the Director of Student Financial Aid upon receipt of the Financial Aid Form (FAF). Special Scholarships will be awarded based on academic achievement and specific eligibility requirements.

Presidential Scholarships

Each year, the President of the College awards scholarships to outstanding members of the incoming freshman class. These scholarships may be renewed each year if the recipient meets the academic criteria. The President of the College and the Director of Admissions evaluate the Emmanuel College Scholarship Applications of incoming freshmen to determine the recipients of these scholarships.

Endowed Scholarships

Alumnae and friends of Emmanuel College have established a number of scholarships for students who show financial need and/or outstanding academic ability.

Notre Dame Scholarships

The Notre Dame Federation, Massachusetts Chapter, Scholarship, founded in 1970; open to a graduate of any grammar school or high school in Massachusetts affiliated with the Sisters of Notre Dame de Namur.

The Sister Alice Gertrude Keating Scholarship, founded in 1968; open to a graduate of any school affiliated with the Sisters of Notre Dame de Namur.

The Roxbury Academy of Notre Dame Alumnae Association Scholarship, founded in 1934; open to a graduate of the Academy of Notre Dame, Hingham.

The Sister Marie Carmel Scholarship, established in 1962; open each year for one year to graduates of the Academy of Notre Dame, Hingham.

Special Scholarships

The Reverend John F. Fleming Scholarship, founded in 1924 by the Reverend John F. Fleming; open to candidates residing in Dedham, Massachusetts.

The Emmanuel League Scholarship, founded in 1939 by the Emmanuel League; open to a graduate of any high school.

The Patrick H. Loughrey Scholarship, founded in 1940 by Mrs. Patrick H. Loughrey in memory of her husband; open to a graduate of any high school.

The Father O'Neil Memorial Scholarship, founded in 1940 by the Massachusetts Catholic Order of Foresters (now the Catholic Association of Foresters); open to a forester who has been a member for one year; subject to the nomination of the Catholic Association of Foresters. Candidates apply to the Catholic Association of Foresters to compete.

The Epilogue Scholarship, founded in 1951; open to graduate of any high school.

The Right Reverend Matthew J. Flaherty Scholarship, founded in 1952, open each year to candidates from St. Agnes Parish, Arlington, Massachusetts. If there are no candidates from St. Agnes Parish, the scholarship will be awarded in general competition.

The Margaret G. Fox Scholarship, founded in 1954 in memory of Margaret G. Fox of Needham; the extent of scholarship assistance will be regulated by the financial need of the candidates.

The Dennis and Mary McAllister Fund Scholarship, established in 1962; open to a worthy student from any high school.

The William Sullivan Memorial Fund Scholarship, founded in 1979; open to an entering freshman who has demonstrated high academic achievement as well as leadership in community or secondary school activities.

The Diane Lane Scholarship, founded in 1955 in memory of Diane Lane; open to a graduate of any high school.

The Alumnae Fund, founded by the Emmanuel College Alumnae Association; open to daughters

of Emmanuel College alumnae from any high school.

The Rosamond A. Murray Scholarship, founded in 1981; open to a graduate of any high school.

The Charles and May Wright Scholarship, founded in 1976; open to degree and certificate candidates of the Center for Educational and Pastoral Ministry; award based on financial need.

The Coughlin-Kimball Scholarship, founded in 1984; open to lay degree and certificate candidates of the Center for Educational and Pastoral Ministry; award based on financial need.

The Joanne C. Ryan Scholarship, founded in 1984 by the Ryan family; open each year to a Continuing Education student in the Health Care Administration or BSN program.

The Elizabeth A. Crowley Scholarship, founded in 1984 by the Crowley family; open each year to a student with financial need.

Emmanuel College Scholarships

Emmanuel College sets aside funds each year to be used for scholarships which are awarded to students who demonstrate financial need and/or good academic ability. The scholarships may be renewed for up to three years.

The Sister Helen Madeleine Scholarship, founded in 1950 by the Trustees of Emmanuel College; open to the graduate of any high school.

The Sister Superior Augusta, S.H. Scholarship, founded in 1953; open to a graduate of any high school.

The Sister Mary Isabelle Scholarship, founded in 1961; open to a graduate of any high school.

The Emmanuel College Boston Scholarship Program, a College-funded program open to residents of the City of Boston.

The Emmanuel College Fund Scholarship, funded by the College for students from any high school.

The Martin Luther King, Jr. Scholarship, established in 1968; open each year to a student from the Greater Boston area.

The Richard Cardinal Cushing Scholarship, founded by the Board of Trustees in 1970 in memory of His Eminence; open annually to a member of the senior class in financial need who has demonstrated leadership in service to others or to the college.

The Right Reverend John A. Degan Scholarship, founded in 1940, open to a graduate of any high school.

The Monsignor Matthew J. Gleason Scholarship, founded in 1961, open to a graduate of any high school.

The Sister Vincent DePaul Scholarship, founded in 1982; a full four-year tuition scholarship open to high school seniors and transfer students who desire to pursue a college major in studio art, art history, or art therapy. Applicants should show evidence of artistic achievement and have a demonstrated need.

The Cardinal Medeiros Scholarship, founded in

1984, a full four-year tuition scholarship, open to a needy student from the Archdiocese of Boston or from the Fall River area.

Loans

National Direct Student Loans

National Direct Student Loans are available to Emmanuel College students who are enrolled at least half-time. The amount of the loan is based on the student's need and the availability of funds. Undergraduates are limited to a combined total of \$3,000 for the first two years and a combined total of \$6,000 for all undergraduate years. These loans carry no interest while the student is in college; interest begins to accrue six months after the date the borrower ceases full- or half-time study. Repayment of the principal of the loan, with five percent accrued interest, shall be made to the institution over a stipulated period beginning seven months after the date the borrower ceases full- or half-time study. Payments are deferred for up to three years while the student serves in the Armed Forces, Peace Corps or Vista. New deferments have recently been authorized. Detailed information is available in the Financial Aid Office.

Guaranteed Student Loan Program

Undergraduate students may apply for loans up to \$2500 per year (up to \$5000 for graduate students) from private commercial lenders. Repayment of interest of 7%, 8%, or 9% plus principle is deferred until the payment period begins six months after a student graduates or becomes less than a half-time student.

Grants

Emmanuel College Grants

Emmanuel College Grants are offered to students who demonstrate financial need.

Pell Grants

Pell Grants are Federal, non-repayable grants available to students who are enrolled at least half-time in an undergraduate program. Pell Grants range from \$200 to \$2100, and are determined by a needs analysis system approved by the Federal Government.

Supplemental Educational Opportunity Grants

Undergraduate students enrolled at least half-time who demonstrate financial need may be eligible to receive a Supplemental Educational Opportunity Grant from funds awarded to the College by the Federal Government. Grants range from \$200 to \$2000 a year.

Work

College Work-Study Program

With the support of federal funds the Financial Aid Office provides to at least half-time students employment opportunities on or off campus in various public or private non-profit agencies in the Boston area or in the student's home community. Students may work up to twenty hours per week during the academic year and up to forty hours per week during the summer or other school vacations. Eligibility is based on need and earnings must be related to educational costs. Students must be authorized for each work period before reporting to the employing agency. The number of jobs available is dependent upon federal funding.

Job Locator Program

The Job Locator Program Office makes every effort to help students find off-campus part-time job opportunities.

State Scholarships

Connecticut, D.C., Maryland, Massachusetts, Maine, New Hampshire, Pennsylvania, Rhode Island, and Vermont offer scholarships to eligible students who attend Emmanuel College. Students applying for admission to Emmanuel College from these states should contact their high school Guidance Offices or write to their State Board of Higher Education for more specific details. Upper-class students may obtain applications and further details in the Financial Aid Office.

Local Scholarships

Many local scholarships are available to students through school organizations and fraternal organizations. Students should inquire at the high school guidance offices for information about scholarships that may be available.

Continuing Education Programs

Emmanuel College believes that the opportunity to learn should not be a single opportunity; rather, it is a life-long opportunity to define personal meaning and value. An Emmanuel education, through quality learning experiences, challenges each student to become an adventurer in life, to seek ways of liberating and enlarging individual vision, and to accept with security a catalytic role in society. Emmanuel College implements this philosophy by enabling students to enroll in courses or in degree programs which meet their educational needs on a timely basis. The College encourages life-long learning in a special way: by affirming its value regardless of when, where, and in what sequence the learning takes place. At the same time, Emmanuel recognizes the skill and knowledge which adults have acquired through previous life and work experience. This flexibility enables Emmanuel College to respond in a creative and innovative way to the needs of the greater Boston community through courses, programs, and institutes which bring together adult learners, the relevant liberal arts, career preparation, and critical contemporary issues.

Courses are offered to women and men who seek to continue, complete or further their formal education. Students may study on a part-time or full-time basis in the day or in the evening. Unless enrolled in a special program (RN, LPN degree-completion), a student must be twenty-three to enroll as an undergraduate Continuing Education student.

Admissions

Students are admitted as Continuing Education students either as degree candidates or as special students. The criteria used for student selection include the successful completion of a high school program or its equivalent plus indication of motivation and an eagerness to learn. If a student has had previous college or other higher education, official transcripts from those institutions attended are required.

The College supports an affirmative action/equal opportunity admissions policy.

Students must complete a degree program within seven years of their acceptance into the program.

Degree Requirements

Candidates for the *bachelor's degree* who are not enrolled in a special program are required to complete successfully the general and divisional requirements of the College as well as the requirements for concentration (see p. 8). *Following admission, all courses applicable to an Emmanuel College degree must be taken at the College.*

Candidates for the *Bachelor of Science in Nursing degree* should refer to page 25 for details about this program.

Transfer Credits

For the bachelor's degree: a maximum of 22 courses (equal to 2½ full academic years) is allowed.

Exceptional cases will be dealt with on an individual basis. This applicability of transfer credits may vary in specific programs.

Life and Work Experience Credit

Emmanuel College recognizes that many of its students have been professionally employed and professionally active since graduation from high school and institutes of higher learning while others have continued with formal education. As a result, an associate degree candidate may receive credit equivalent to two courses for these experiences and a bachelor's candidate may receive credit equivalent to four courses. A Committee on Evaluation will evaluate petitions for life-experience credit. A student may apply for this credit any time after acceptance, but the credit is formally awarded after the student has successfully completed four courses at Emmanuel and is applicable only to an Emmanuel degree. Students *must* file petitions at least two semesters before they complete degree requirements.

Liberal Arts Degree-Completion Programs

- a. *For Registered Nurses.* This program is offered for graduates of (1) accredited diploma nursing schools and (2) associate degree programs in nursing. Students may obtain the bachelor's degree in the major of their choice. Nurses who are admitted into the program are awarded two years of equivalency credit towards the Emmanuel degree.
- b. *For Licensed Practical Nurses.* This program is offered for graduates (twenty-one years or over) of accredited schools of practical nursing. Students may obtain the bachelor's degree in the major of their choice. LPNs who are admitted into the program are awarded one year of equivalency credit towards the Emmanuel degree.

Life and Work Experience Credit for R.N. and L.P.N. Candidates for Bachelor's Degree.

Many nurses have been professionally employed and have continued to be professionally active since graduation from diploma or associate programs, while others have continued formal college study. As a result, nurses may receive credit equivalent to four courses for their experience and for courses taken at another accredited college. College level courses taken subsequent to the completion of nursing training will be evaluated and can be applied toward life- and work-experience (LWE) credit. The Committee on Evaluation will evaluate petitions for life- and work-experience. A nurse may apply for life- and work-experience credit at any time, but it is formally awarded after the student has successfully completed four courses at Emmanuel and is applicable only to an Emmanuel degree. Students *must* file petitions at least two semesters before they complete degree requirements. BSN students may not apply for LWE credits.

Adult Degree Completion Program

The Adult Degree Completion Program at Emmanuel College is designed for adult learners who have earned A.S., A.A.S., and A.A. degrees or who have some significant previous college experience. Offered to Continuing Education students only, the program enables students to complete degrees in the major area of their choice. Guidelines for the program are:

1. Adult learners may transfer in the equivalent of one (1) full year (9 courses) of credit received either in non-liberal arts courses or in a combination of such courses and life/work experience. (Maximum LWE would remain 1 semester of credit)
2. Students may receive credit for CLEP examinations provided that such credit does not duplicate that received through direct transfer credit and/or LWE credit.
3. Minimum residency at Emmanuel College will be 1½ years (14 courses – not required to be full time)
4. Students must fulfill the following general requirements either at Emmanuel College or previous to acceptance:
 - a. 5 humanities courses of which 1 must be a course in writing
 - b. 2 science courses (not necessarily a laboratory science)
 - c. 1 philosophy course
 - d. 1 theology course
 - e. 2 social science courses

The humanities courses can be selected from fine arts, literature, foreign language, or history.

5. The students must complete the specified requirements for majoring in the specific discipline chosen.

Bachelor of Arts in Liberal Studies

This program enables adult learners to study the liberal arts from a multi/inter-disciplinary perspective. Students focus on the broad scope of liberal learning, integrating several liberal arts disciplines. An essential part of the program is a carefully constructed advising component which assures that the students' choices have strong academic merit.

1. Students admitted to the College as Continuing Education students under any one of the liberal arts degree completion programs may elect this major.
2. Once admitted to Emmanuel, students selecting this option will:
 - a. Select all courses from liberal arts offerings:
 - 1) in no case may these number fewer than 14;
 - 2) internships and practica are not permitted;
 - 3) professional courses may not be included;
 - 4) departments may define a specific course/courses as inappropriate.
 - b. Take at least one interdisciplinary course during their first year of study.
 - c. Select all courses under the direction of a faculty advisor. A plan of study will be filed when a student selects this major; subsequent changes must be approved and recorded along with their rationale.
 - d. Produce a final project (paper, program, or other piece of independent work which demonstrates the integration of the various disciplines). This thesis may be the outcome of an independent or directed study taken for credit, or may be credit-free. In either case, the work will be evaluated by a faculty committee.

Students interested in this program are urged to contact the College for a more detailed description of its goals and objectives.

Academic Counseling

Integral to an Emmanuel College education is the counseling program for its students. Trained academic advisors will interview the students and advise them on course selection and curriculum planning. Other counselors are trained and prepared to help the students utilize their interests and talents in the most productive way. The academic counseling program begins with an initial interview after acceptance and continues during the semester registration periods and at any time requested by the students for the duration of their period of study.

Financial Aid

For information students should contact the Director of Student Financial Aid.

Health Care Administration

Bachelor of Science Degree

The Health Care Administration Bachelor of Science Program is designed to meet the needs of those currently employed in health care related positions, and to provide an educational opportunity for those interested in initiating a career in health care administration. This degree program is open to Continuing Education students.

The primary purpose of the Emmanuel College Health Care Administration program is to contribute to quality health care delivery by providing for the theoretical and practical training of health care administrators. The program prepares generalist health care administrators with the flexibility necessary to practice in a variety of health facility settings. In addition, it provides a foundation for graduate study in health care administration.

The objectives of the program are met by the completion of the core curriculum together with a student selected concentration, and a part-time one semester internship designed with consideration of student interest.

Core Curriculum

The core curriculum illustrates the interdisciplinary nature of studies in the health field. These core courses provide a strong foundation for the understanding of United States health care system; health care issues; basic management science; and fundamental health care administration skills.

ECO	101 Principles of Economics
ECO	225 Financial Accounting
BSM	360 Financial Management
COM	104 Computer Programming
MTH	112 Introduction to Statistics
PSC	250 Public Administration
	or
PSC	270 Law and the Health Professions
HCA	302 Principles of Public Health
BIO	234 Determinants of Health and Disease (For non-health practitioners)
HIS	410 History and Structure of U.S. Health Care Systems
PSY	290 Management Psychology
PHL	236 Medical Ethics
HCA	465 Internship

Elective Concentrations

The concentrations provided for student selection are the major areas of academic preparation for health care administrators. They include:

Business Management

- *ECO 235 Health Care Economics
- ECO 236 Economics of Health Institutions and Policies
- BSM 340 Principles of Marketing

*Highly recommended for all concentrations because of general application to HCA

Public Health

- SOC 205 The City: Its People and Institutions
- BIO 233 Human Nutrition (For non-health practitioners)
- PSY 395 Psychology of Aging

Graduate School

- ECO 235 Health Care Economics
- SOC 205 The City: Its People and Institutions
- SOC 218 Methods of Social Research

Health Education

Health Education is an interdepartmental concentration, receiving direction from the Health Care Administration Department and the Education Department. A student may elect school health education or community health education.

A. School Health Education

- BIO 234 Determinants of Health and Disease
- HCA 201 Health Methods Research
- ED 446 Sociological Foundations of Education

B. Community Health Education

- ECO 235 Health Care Economics
- SOC 205 The City: Its People and Institutions
- BSM 340 Principles of Marketing

Internship

The internship experience is an integral part of the curriculum model utilized in the development of the Health Care Administration program. The core curriculum and the selected concentration present the theoretical foundations of health care administration. The practicum aspect of the program relates directly to the practice of health care administration and, thereby, complements the knowledge and understanding of administration learned during the student's academic education.

Health Care Administration Certificate Program

The Certificate in Health Care Administration is designed for individuals who have an earned academic degree and wish to acquire knowledge and skill in health care administration. The HCA Certificate may be obtained in one of the concentrations listed for the HCA Bachelor of Science degree. Individual educational and work experience will be among the components considered in the planning of the academic sequence for the Certificate.

Expenses for Liberal Arts Degree and Health Care Administration Candidates

Application Fee (non-refundable)	\$ 20
Tuition per course for students not holding a bachelor's degree	400
Tuition per course for students holding a bachelor's or master's degree	712
Library Fee (per semester)	10
General Academic Fee (per semester)	10
Academic Counseling Fee (per semester) for degree candidates	20
Institutional Fee (per semester)	
(Full-time student Fee — for students taking 4 or more courses)	50
Course fees (variable)	See Course Fee Schedule below
Evaluation of life and work experience	50
Commencement Fee (paid in semester prior to graduation)	75
Late addition, drop or change of course (during second week of class, per change)	5
Change of Major	5
Deferred Payment Fee (per semester)	25
Late Payment Fee (per late payment)	25

New students, at the time of acceptance, are required to make a \$100 tuition deposit which is credited toward the initial semester tuition charges. The deposit is forfeited if the student fails to register for class in the year in which s/he is accepted.

Course Fee Schedule

Art fees: 324, 325, 326, 380, 411, 412: \$30; 115, 116, 140, 205, 209, 210, 219, 223, 231, 232, 242, 306, 310, 331, 335, 340, 455: \$45.

Economics and Business Management fees: ECO 220, 240, 325: \$5; BSM 230, 325, 340, 360: \$5.

Language Laboratory fees: French, German, Italian, Japanese, Spanish: \$15.

Music fees: 135, 236: \$15; 190: \$25; 335, 336, 450, 451: \$40. Applied music voice or instrumental half-hour lessons: fee to be determined by instructor; Use of practice rooms for non-majors: \$50 per semester; use of organ: \$15 per semester.

Political Science fee: 401: \$10.

Psychology fees: 275, 300, 301, 302, 430-431: \$40; 256, 385: \$5.

Science Laboratory fees: Biology, Chemistry, Computer Science, Physics: \$40.

Sociology fees: 218: \$40

BSN Program for RNs**Purpose**

Graduates of the BSN program will be practitioners who have a theoretical base, who are able to provide nursing care and are capable of fulfilling responsible positions in a variety of health-care settings. Having acquired the abilities for personal and professional change, graduates will be prepared to assume positions as professional nurses.

The nursing program combines comprehensive study in the liberal arts with nursing theory and clinical practice. Recognizing the liberal arts' concern for the dignity of human nature, of humane activity, and of humanity's destiny, the professional nurse will have the opportunity to integrate knowledge and experience.

Building on past education and experiences of the registered nurse, the nursing component focuses on a holistic approach to the individual patient's relationship and interactions with a vari-

ety of environments: physical, psychological, social, economic, cultural and spiritual.

Emphasis is placed upon the adaptation of the individual patient to illness through comprehensive nursing practices that promote a continuum of health.

As a Catholic college, Emmanuel shares with the nursing profession a concern for the truth and a responsibility for the values which form and inform lives dedicated to personal integrity and to the quality of life as a whole. In like manner, the nursing profession shares with Emmanuel the ideal of valuing the whole person, of nurturing the development of the individual, and of promoting critical consideration of the social and ethical implications of professional work.

Behavioral Outcomes

The BSN graduate shall:

1. Assume professional nursing functions, humanistically and accountably implemented,

in a variety of health-care settings; increasingly assume independence and leadership.

2. Use basic theoretical knowledge of adaptation; synthesize knowledge and experience drawn from the humanities, natural, physical, social and nursing sciences.
3. Give direct care to patients, facilitate attainment and maintenance of optimal health and well-being of individuals, families and communities at any point on the health/illness continuum.
4. Work collaboratively in a professional relationship with clients, colleagues and members of other disciplines in the various phases of providing needed health services.
5. Evaluate personal strengths and limitations; establish educational goals and expand professional competence.
6. Develop a critical awareness of health and nursing issues and participate in professional, social and political activities as they influence the quality of health care; initiate and implement change to enhance the effectiveness of nursing care.
7. Recognize the role of research in the generation of nursing knowledge; identify problems for study, participate in nursing research and incorporate research findings into nursing practice.

Eligibility

All prospective students must complete the following requirements in order to be considered for admission to the program:

- be a graduate of a NLN accredited diploma or associate degree program
- provide evidence of current R.N. licensure to practice in Massachusetts.

Application for Admission

The application should include:

- a completed application form;
- three letters of reference;
- a portfolio which includes a statement of purpose, and personal program objectives, a description and documentation of work experience, volunteer activities, avocation and achievements;
- an interview with the chairman of the program or designated nursing faculty to receive advisement prior to registration;
- copies of all transcripts for course work taken at other institutions.

Transfer Credits/Challenge Examinations

Ordinarily a student may transfer no more than 72 credits toward the degree in nursing. These courses may be direct transfer credits or credits earned through appropriate challenge examinations. *Nursing credits listed below MUST be earned through the challenge examination only.* A student must have a grade of C or higher in any transferred course. For CLEP examinations, the passing score is 50; for ACT examinations, it is 45.

Nursing Program

The nursing program consists of four parts: Prerequisite Liberal Arts Courses; Transitional Nursing Courses; Divisional Liberal Arts Courses; and the Nursing Major itself. Students may be admitted without the necessary prerequisites but these must be completed before beginning the nursing major.

I. Prerequisite Liberal Arts Courses

Introduction to Chemistry	1 semester
Anatomy & Physiology	2 semesters
Microbiology	1 semester
Introduction to Sociology	1 semester
General Psychology	1 semester
Developmental Psychology	1 semester
(Child Psychology of Human Growth & Development may be substituted)	

II. Divisional Liberal Arts Courses

<i>Division I</i>	
English	1 semester
Foreign Language	2 semesters of the same language
<i>Division II</i>	
Bio-Organic Chemistry	1 semester
Biological Systems and Pathophysiology	1 semester
<i>Division III</i>	
(Economics, Education, History, Political Science, Psychology, or Sociology)	2 semesters
<i>Division IV</i>	
Philosophy	1 semester
Theological Studies	1 semester

III. Transitional Nursing Courses

Two of these courses are fulfilled through challenge examinations. One is an Emmanuel Course; the other an Emmanuel Challenge Examination

Humanism in Nursing	4 Credits
<i>Emmanuel Course</i>	
Clinical Challenge	2 credits
<i>Emmanuel Challenge</i>	
Adult Nursing	10 credits
<i>ACT Challenge 554</i>	
Psychiatric/Mental Health Nursing	8 credits
<i>ACT Challenge 503</i>	

IV. Nursing Major

The nursing major is only open to those students who have satisfied the prerequisite liberal arts courses and completed the transitional nursing component satisfactorily.

Maternal Child Health	12 credits
<i>ACT Challenge 457</i>	
Health Assessment of the Adult	2 credits
Health Assessment Practicum	2 credits
Research in Nursing	4 credits
Leadership in Nursing	4 credits
Complex Clinical Nursing	4 credits
Complex Clinical Practicum	4 credits
Community Health Nursing	4 credits
Community Health Practicum	4 credits

Professional Seminar 2 credits
Independent Study 2 credits
Nursing courses incorporate reported research, evaluation of data on nursing care, and the incorporation of new discoveries into clinical practice. Adaptation theory is utilized as the overriding perspective in the examination of nursing theory and practice.

Individualized Curriculum

Student programs will be individualized and designed in accordance with past education, experience, needs and interests. The program permits and encourages students to build upon prior education and work experience.
The scheduling of course offerings takes into consideration the working student who wishes to

study on a part-time basis. Full-time study is also possible.

Special Services for BSN Students

The college provides on a regular basis, at no extra charge to BSN students, workshops on: an overview of the learning process, classroom notetaking strategies, textbook notetaking strategies, test-taking tips, time management, speed reading, writing analytically, financial management, values clarification, coping with conflict and guilt in decision making. These workshops and others are offered by the Counseling Center and the Academic Resource Center. They are designed to eliminate the adult student's academic fears and anxieties.

Expenses for BSN Candidates

Application Fee (non-refundable)	\$ 20
Nursing courses, Biology 420, Chemistry 402 per credit	178
All other courses per credit	100
Laboratory Fees (variable as stated within respective departments)	
Late addition, drop or change of course, late registration (during second week of class)	5
General Academic Fee, per semester	10
Library Fee, per semester	10
Commencement Fee, paid only in semester prior to graduation	75
Challenge Exams	variable

Students will be requested to show evidence of malpractice insurance prior to participating in the required nursing practica.

Summer Sessions

The summer sessions at Emmanuel College are designed to meet the needs of a variety of students: those who wish to advance their undergraduate education by taking a summer course, those who wish to study for enrichment, and those who hope to develop further their professional expertise. No credit will be granted towards an Emmanuel degree except to students who have already been accepted as candidates for a degree at Emmanuel.

Elder College

This is a special program of educational opportunities and social contacts for men and women over the age of sixty years who wish to participate in the life of the college. Membership in Elder College includes: 1) Admission to one credited course and one non-credited course each semester. Students may enroll in the credit course on an audit or credit basis. Admission to both categories of courses is dependent on available space and permission of the instructor; 2) Admission to college functions such as special lectures, concerts, convocations, etc., exclusive of those events with individual admission charges; 3) Full library and parking privileges.

Elder College is designed for personal development and enrichment and credited courses may not be applied towards a degree. Students interested in degree study are encouraged to enroll as Continuing Education students. The membership fee in Elder College is \$75 per semester.

Graduate Study

Educational and Pastoral Ministry Programs

The Educational and Pastoral Ministry Programs establish a learning community committed in faith to the critical analysis of social and cultural issues and to action for justice. In this context, students develop their skills and resources for ministry through biblical, theological, psychological and sociological studies integrated with life experience. These studies approach spiritual, psychological and social realities holistically and reveal dynamic forces for creative change.

The programs provide a supportive environment for women and men who seek new roles in church and society and who are vitally concerned about matters such as the quality of family life; the care of the sick, poor, elderly and victimized; the overcoming of sexual, racial and class prejudice; the issues of personal and social justice.

From a wide range of life and work situations, students come to the programs to improve and acquire skills. Students choose the degree or certificate program in pastoral counseling in order to develop a religious framework for individual, family and group counseling in a variety of service-related settings. The degree in clinical pastoral counseling provides an intensified clinical focus on counseling skills and helps students more closely satisfy requirements for membership in professional counseling associations. Students choose the degree or certificate program in educational and pastoral ministry to prepare themselves for church-related ministries including religious education and pastoral care in settings such as parishes, hospitals, nursing homes, hospices, agencies and shelters. Here students may focus on religious education or pastoral ministry or may combine both areas. Graduates are employed as counselors; teachers and directors of religious education; parish ministers; chaplains in hospitals, hospices, colleges and schools; and as resource people for church activities and a variety of human services.

The Educational and Pastoral Ministry Programs welcome qualified women and men regardless of race, creed, color, handicap, national or ethnic origin.

Urban Pastoral Education Programs

Urban Pastoral Education Programs are based on the philosophy and methodology of clinical pastoral education, with special emphasis on the issues of urban ministry. They are designed for students who wish to develop ministerial skills for today's urban communities and to integrate personal, professional and academic experience in a holistic

process. Students may earn graduate credit from Emmanuel College and, by prior arrangement, graduate credit in other institutions. Students who wish professional credit, such as Continuing Education Units or Clinical Pastoral Education Units, are also eligible. The programs also include mini-courses, workshops and special events open to persons interested in urban ministry. For further information, contact the Coordinator of Urban Pastoral Education Programs at Emmanuel College.

Women's Theological Center

The Women's Theological Center is a community of learning for women who seek to minister and act from a perspective that is both feminist and Christian. The center offers a one-year program of theological education for women engaged in ministries for social change. The program is organized around the personal and communal experience of the participants in action and reflection on ministry, social change and the Christian tradition. Academic credit is offered to qualified persons through affiliation with the Center for Educational and Pastoral Ministry at Emmanuel College. For further information, contact the Director of the Women's Theological Center, 400 The Fenway, Boston MA 02115.

Master of Arts Programs

- *Clinical Pastoral Counseling* (at least 45 graduate credits)
- *Pastoral Counseling* (at least 36 graduate credits)
- *Educational and Pastoral Ministry* (at least 30 graduate credits)

Certificate Programs

- *Pastoral Counseling* (at least 18 graduate credits)
- *Educational and Pastoral Ministry* (at least 18 graduate credits at Emmanuel or through the Women's Theological Center)

Urban Pastoral Education Programs

- *Clinical Pastoral Education* (certified units)
- *Workshops and other short programs* (continuing education units available)

General Requirements for all Master of Arts Programs

Six credits in Scripture

703 Scripture and Ministry: The Hebrew Traditions

704 Scripture and Ministry: Early Christian Writings

At least three credits in theology and three credits in sociology, choosing from the course offerings in those areas.

Special Requirements for the Master of Arts in Pastoral Counseling

718 Introduction to Pastoral Care and Counseling

719 Group Process for Pastoral Growth

At least three credits in psychology for ministry, choosing from these courses:

724 Human Personality: Psychology for Ministry

725 Human Problems: Psychology for Ministry

At least three credits in human development, choosing from these courses:

727 The Individual and the Family System

728 Sexuality and Marriage

729 The Middle and Later Years

Six credits in a supervised clinical practicum, approaching human growth and human crisis in their social as well as in their intrapsychic contexts.

Special Requirements for the Master of Arts in Clinical Pastoral Counseling

The same requirements as those for the Master of Arts in Pastoral Counseling with the following additions:

Six credits in a supervised clinical internship, preferably a unit of Clinical Pastoral Education or a training program in a pastoral counseling center; Three more credits of course work in keeping with the student's career goals.

Special Requirements for the Master of Arts in Educational and Pastoral Ministry

Pastoral Ministry Focus

Nine credits (718, 719, and one course on human development, choosing from 727, 728, 729)

Three credits in a supervised practicum in a pastoral placement

Religious Education Focus (oriented toward action for social justice)

Nine credits (746 *Religious Education and Action for Justice* and two courses, choosing from 719, 727, 728, 729, 745)

Three credits in a supervised practicum in an organization, small group or community effort to provide a transforming action in solidarity with the oppressed

Combination of Pastoral Ministry and Religious Education

Nine credits (718, 745 or 746 and one course, choosing from 719, 727, 728, 729)

Three credits in a supervised practicum in either religious education or pastoral ministry or a combination of both areas

Certificate Programs in Either Pastoral Counseling or Educational and Pastoral Ministry are designed with individual students in keeping with their previous academic programs, life- and work-experience and purpose for enrolling. We encourage certificate students to include in their program biblical, theological, and sociological courses as well as courses in counseling or educational and pastoral ministry.

Further Guidelines

Any required course may be waived by the director and an elective may be substituted for the requirement if the student has had a recent course covering the same material as the requirement. Students who lack adequate background in biblical, theological, sociological or psychological areas may be required to take extra credits focusing upon the areas where background is needed. In this case, the degree requirements may exceed 45 credits for Clinical Pastoral Counseling, 36 credits for Pastoral Counseling and 30 credits for Educational and Pastoral Ministry.

Students may choose from various types of practicum placements including the certified unit of Clinical Pastoral Education. The practicum director advises each student regarding placement and must approve all placements and supervision. The only circumstance under which transfer credits may be considered for the practicum requirement is when a student has earned academic credit for a certified unit of Clinical Pastoral Education before entrance into the Educational and Pastoral Ministry Programs.

For students who have successfully completed the Archdiocese of Boston Master Teacher Program prior to enrollment, that program will be accepted as equivalent to three graduate credits toward the Emmanuel College Master of Arts or Certificate in Educational and Pastoral Ministry. The director, in consultation with the student and appropriate faculty members, will determine which requirement the Master Teacher Program will replace.

Admission Requirements: Master of Arts programs

1. Bachelor's degree (B.A., B.S., or B.S.N.)
2. Transcripts of bachelor's degree and any graduate work
3. Three references stating applicant's experience, interest and aptitude in the area of the chosen degree
4. Statement of purpose and resume of previous experience
5. Approval of the director after a personal interview and review of application materials (Applicants from a distance may arrange to have their interview with the director early in the semester of first enrollment.)

Admission Requirements: Certificate programs

For *Educational and Pastoral Ministry*: life experience which offers a realistic substitute for an undergraduate degree (Persons with an undergraduate or graduate degree may choose this certificate program also.)

For *Pastoral Counseling*: a Master's degree in social work, counseling, or a related field.

For either certificate: transcripts of any degrees or portion of degree work completed; requirements 3-5 listed above.

Special Student Status

The Programs welcome into many courses those who wish to audit or earn graduate credit without enrolling in a degree or certificate program.

Acceptance

Applicants who satisfy admission requirements receive provisional acceptance into their chosen program. Students receive definitive acceptance as a degree or certificate candidate only after completion of nine credit hours for the major in Educational and Pastoral Ministry or twelve credit hours for the major in Pastoral Counseling. Upon completion of these initial credits, with grades of B or better, and a review of that work by the faculty, students receive either definitive acceptance or encouragement to explore other options.

Time Requirement

Emmanuel College normally allows a maximum of six years for completion of degree programs and four years for completion of certificate programs.

Expenses

Application fee (non-refundable)	\$ 20
* Tuition per credit for all courses	178
Library fee, per semester for students enrolled in most three-credit courses	10
General academic fee, per semester	10
* Audit fee for one-credit course	60
Commencement fee, paid in semester prior to graduation	75
Parking sticker fee	set by college
Identification card fee	set by college
* Residence and Board, per week during summer session	125
* Residence and Board, in graduate residences per semester during academic year	1,500 (single room); 1,250 (double room); 550 meals

Modes of Enrollment

- full time (12 credits a semester)
- part time (fewer than 12 credits a semester)
- summer sessions (maximum of 9 credits during a summer session)

One-Credit Courses

Students may take a maximum of three one-credit courses for credit in the Master of Arts or Certificate programs.

Academic Standing

It is expected that all students receive B or better in each course and maintain a quality point average of 3.0. A quality point average lower than 3.0 places the student on academic probation. Two successive semesters of academic probation will constitute cause for dismissal.

Transfer Policy

Emmanuel College accepts toward the Master of Arts and Certificate programs a total of six credits earned for work done outside the EPM program, three of which can be the credits given for the Archdiocese of Boston Master Teacher Program. To be acceptable for transfer, credits must be on the graduate level and graded B or higher. Students must present an official transcript and course description as well as a syllabus indicating both the course content and the number of hours for each course to be reviewed for transfer. Credits are transferred from other academic institutions only with the approval of the Academic Dean.

*The cost of auditing a three-credit course is the same as the cost of taking the course for credit.

**The college reserves the right to increase the cost of tuition, fees, residence and board at the beginning of any session.

Foreign Language

Master of Arts Programs

Emmanuel Heidelberg Program (leading to a Master of Arts degree in German).

Students are required to follow the equivalent of 30 credit hours of graduate course work at the Schiller College and the University of Heidelberg, after which they must pass a comprehensive examination at Emmanuel College administered by an examining board composed of members of the German Department together with outside examiners from the faculties of German departments in other graduate schools.

Emmanuel Madrid Program (leading to a Master of Arts degree in Spanish).

In this program of study, students are required to follow the equivalent of 30 credit hours of course work, after the B.A. degree, at the University of Madrid.

Emmanuel Paris Program (a fifth year of study leading to a Master of Arts degree in French).

Students must follow the equivalent of a minimum of 32 credit hours of course work in French literature at the Sorbonne or any other institute approved by the director. Candidates must also pass the prescribed oral and written examinations administered at Emmanuel College after the successful completion of their studies.

Other Programs

Teacher Certification Program

College graduates may apply for the special program offering intensive seminar experience and opportunities for observation and student teaching internship in elementary school. (See Education Department Special Program — COURSES OF STUDY section.)

American Field Studies Program

During the academic year and in the summer, Emmanuel College offers a series of graduate courses in conjunction with American Field Studies. These courses are organized and administered by AFS. Course outlines, instructors, itineraries, objectives and requirements are approved by the Office of the Academic Dean in accordance with college requirements.

The field studies offer graduate credits which may be used toward a degree, in-service credit or professional growth credit if accepted by the receiving institution. Those who wish to apply these courses toward a degree or to salary advancement or professional growth should check in advance the transferability of the credit with the receiving institution (college, university, school district, etc.).

Credits assigned for each course vary according to the length and the requirements of the course.

Among the courses offered are:

EDU 601 Plymouth Plantation

- EDU 603 Three Centuries of Urban Experience
- EDU 604 Boston: Focus of American Revolution
- EDU 605 Boston/Providence: Historic Preservation
- EDU 606 Massachusetts Bay Colony
- EDU 609 Nova Scotia: A Foreign Neighbor
- EDU 611 Maritime New England
- EDU 613 The Age of Shakespeare
- EDU 614 Arts of the Georgian Period
- EDU 616 Our National Heritage: American Art in Washington
- EDU 617 Colonial Philadelphia
- EDU 618 Amish Homelands
- EDU 620 The Southern Colonies
- EDU 624 Colonial and Federal Virginia
- EDU 625 Our American Government: Power and Politics in Washington
- EDU 626 Kennedy Presidency

Teacher Institutes

Each fall and spring Emmanuel College offers an institute for teachers on a topic of particular interest. This institute, which offers three graduate credits, has two parts: an intensive weekend program comprised of lectures and workshops and an equally important time of independent study during which the participant completes a paper on a related topic of particular interest to that individual. The resources of the Emmanuel College Library and guidance from the institute advisory committee are important aspects of this independent study. In past years, institutes have focused on such topics as reading, gifted students, moral development, competency-based learning, and computers in the classroom.

Certificate in Computer Education

This certificate program is designed to enable educators to acquire proficiency in the use of the computer in the classroom. It will enable students to become familiar with using the computer as a tool to enrich and enlarge their teaching skills and to use computer technology appropriately in their educational situations.

The program is open only to those who have a bachelor's degree or higher degree. All courses must be taken at Emmanuel College to be included toward the certificate. Course substitutions will require the approval of the review committee.

Requirements

18 graduate credits (6 three credit courses)

- Introduction to Computers in the Classroom
(offered spring and fall semester weekends)
- Basic Intensified
(offered in summer sessions)
- Logo Intensified
(offered in summer sessions)
- Pascal
(offered either spring or fall semester)
- Software Applications for Educators
(offered in summer sessions)
- Elective
(TBA)

Courses of Study

Courses marked with + are approved as General Requirement courses.

Courses marked with ° are Interdisciplinary cluster courses.

Art

Sister Ellen Marie Glavin, M.A., Cand. Ph.D., *Chair*
 Michael L. Jacques, M.F.A.
 Theresa Monaco, M.F.A.
 Donald Procaccini, Ph.D.
 C. David Thomas, M.F.A.
 Sister Susan Thornell, M.A.

The art department offers the B.A. in Art History, Studio Art, Art Education, Art Therapy and the B.F.A. in Studio Art.

Art History Program

Philosophy

The Art Department assumes the responsibility of introducing students to major cultures and periods within the comprehensive history of human development since the earliest and most universal of man's view of himself and his world is recorded in the visual arts. The Art Department offers courses in American and non-Western art in addition to the basic program of study of European art from ancient to modern times. This program prepares students for a lifelong experience of making informed judgments in the sphere of the visual arts based on sensitivity to original works of art and a critical grasp of the literature of the discipline.

Objectives

1. To introduce students to the principal art forms and artists of Western and non-Western civilizations; to demonstrate how these civilizations may be understood through their art; to provide the opportunity for more specialized study of European art;
2. To communicate to students a sense of the importance of the visual arts in everyday life, and to integrate theory and principles with the practice of art;
3. To prepare students to be able to understand the variety of art forms and to evaluate them for quality of expression and significance;
4. To develop in students an appreciation of working with original art found in nearby collections;
5. To develop in students skills in writing both the research paper and critical essays and to evaluate at least one independent project demonstrating student initiative;
6. To expose students to parallel art forms of a non-visual type.

Required Courses for Departmental Concentration in Art History

- a. Art History: 117, 118, 211 or 240, 241, 260, 377, 378, 389, 392, 394
- b. Studio Art: 115, 209, 219
- c. IDC 202 (or another IDC course substituted with permission of the Art Department chairperson.
- d. Two courses from the following:
 English or American Literature, Music History, Literature of a Foreign Language

Studio Art Program

Objectives

1. To introduce and develop in students an understanding of the conceptual (theoretical) and technical aspects of various media such as drawing, painting, printmaking, design, pottery and sculpture.
2. To assist students to develop both technical aptitude with media and an independent critical ability to choose media for artistic impression.
3. To develop in students the ability to evaluate their own work and that of other artists through art history courses, visits to museums, galleries and artist studios, class discussions and papers.
4. To prepare students to develop their own individual style in which form and content are paramount.

Required Courses for Departmental Concentration in Studio Art

1. For Bachelor degree: ART 115, 116, either 117 or 118, 205, 209, 210, 242, 392, 412 for studio majors, 412 only for student teachers, 411 only for those in Art Therapy Practicum. In addition, the department requires each student to present a thesis evolving from her studio experiences, skills and techniques, and a Senior Exhibit. Studio Art majors earning a B.A. degree may take a maximum of 18 courses in the art department, inclusive of a minimum of three courses in art history.
2. For Bachelor of Fine Arts degree: ART 115, 116, either 117 or 118, 205, 209, 210, 231, 232, 242, 306, 310, 331, 392, 411, 412, 455, 540, three art electives, an art history elective and a B.F.A. Honors Exhibit.

Required Courses for a Departmental Concentration in the Art Therapy Program

ART 115, 117 or 118, 205, 209, 210, 335, 380, 385, 392, 411; PSY 105, 144, 215, 220, 390, recommended: 333 and one of the following: 256 or 330.

Required Courses for a Departmental Concentration In the Art Education Program

ART 115, 116, 117 or 118, 205, 209, 210, 219, 242, 324, 325, 326, 392, 412, and one Art history elective; EDU 140 or 446, 204, 410, 418.

Required Courses for Divisional Concentration

1. Art History: ART 117, 118, 241, 392.
2. Studio: ART 115, either 117 or 118, 209, either 411 or 412. In addition to these courses, a partial thesis and participation in Senior Exhibit are required.

Historical Courses

117. + Survey of Western Art I

A chronological survey of the major artistic styles from prehistoric times to the Renaissance. Works of architecture, painting and sculpture will be studied within the context of the particular historical environments in which they were produced, with the aim of analyzing and interpreting their technical, formal and expressive characteristics and of assessing their values as evidence of cultural attitudes.

Glavin

Full course first semester.

118. + Survey of Western Art II

A chronological survey of the major periods of western art from the Renaissance to the present. Works of architecture, painting and sculpture will be studied within the context of the particular historical environments in which they were produced with the aim of analyzing and interpreting their technical, formal and expressive characteristics and of assessing their values as evidence of cultural attitudes.

Glavin

Full course second semester.

211. + ° Ancient Art

The origin and development of the visual arts in the West. Mesopotamian, Egyptian, Greek, Etruscan and Roman art. Emphasis is placed on Greek architecture, sculpture and painting.

Glavin

Full course first semester, alternate years.

240.* Early Christian, Byzantine and Medieval Art

Development of the visual arts from the late Roman Empire. Study of Western art from Carolingian to Romanesque and Gothic.

Full course second semester.

241. + Italian Renaissance Art

The development of Italian architecture, painting and sculpture in the Early and High Renaissance. With emphasis on the major early masters—Giotto, Masaccio, Donatello, Brunelleschi, Piero, Alberti and Botticelli—the course will trace the rise and evolution of new artistic forms and ideas to their culmination in the works of Leonardo, Michelangelo and Raphael in central Italy, and Giorgione, Titian and Tintoretto in Venice.

Glavin

Full course first semester, alternate years.

260. + ° Themes and Traditions in Non-Western Art

Certain themes recur in the history of art. This course will study these themes as they occur in the art of Africa, Pre-Columbian America, Asia, the South Pacific, and of the North and Southwest American Indians through analysis and comparison of examples of painting, sculpture and ceramics. Themes include the single form, group arrangements, the portrait, the relief, animal imagery, the mask, the self-contained fragment, and the environment. Particular attention will be given to traditions such as the image of the Buddha in Asian Art, the animal god in ancient American and North American Indian art, abstraction in Far Eastern pottery, and the influence of Zen on Japanese ceramics. Modes of understanding Non-Western art and the connoisseurship of art objects in cultural context will be discussed.

Procaccini

Full course second semester, alternate years.

377. + Studies in Northern European Art: 1400-1900

The course will survey major styles, painters, sculptors, and architects of the Netherlands, Germany, Austria, and England. Landscape, genre, religious paintings, and portraiture will be discussed. Painters include van Eyck, the Breughels, Durer, Vermeer, Ruisdael, Rembrandt, Gainsborough, Constable, Turner, Friedrich, and Runge. Particular attention will be paid to 15th century German sculpture and the architecture of the 17th and 18th century.

Procaccini

Full course first semester, alternate years.

378. Baroque Art and Architecture

An analysis of 17th century Baroque architecture, painting and sculpture and the emergence of the Rococo style in the 18th century. The course will emphasize the major masters of the period—Bernini, Caravaggio, Poussin, Rembrandt, Rubens, Velasquez, Vermeer, etc.

Glavin

Full course second semester, alternate years.

389. + ° American Art to the Armory Show

Development of American visual arts in the context of European influence and national expansion. Emphasis on colonial painting and architecture, 19th century landscape painting and revival architecture, and early 20th century response to impressionism, postimpressionism and technological advances.

Glavin

Full course second semester, alternate years.

392. + ° Modern Art

This course deals with the major movements in painting, sculpture and architecture and the major European and American artists since the 1860's. The course also interweaves the central historical and cultural events and themes of the modern world, one of the most formidable of centuries. An important thesis to be developed is that the history of modern art, properly interpreted, can be viewed as the history of our time.

Procaccini

Full course first semester, alternate years.

394. Art Criticism and Seminar

This course seeks to provide students with an understanding of the historical development of the principal methods of art criticism and with opportunities to develop projects which involve the analysis of an individual work of art from different methods of criticism and to present a seminar on an important theme.

Procaccini

Full course second semester, alternate years.

Studio Courses

115. Basic Drawing I

A course in drawing; to develop facility and discrimination in seeing and knowing through a study of form, structure and movement in life and nature.

C.D. Thomas, Jacques

Full course first semester.

116. Basic Drawing II

Prerequisite: ART 115.

Monaco

Full course second semester

140. Graphic Design

With an emphasis on communicating ideas visually, this course will prepare students to design, lay out and produce works for publication. Design elements, color theory, photographic illustration, topography, and works of art will be considered for their role in determining page design, book format and artistic style. Prerequisite: ART 115, 209.

C.D. Thomas

Full course second semester.

205. Painting I

Introduction to painting in oil and related media, the elementary understanding of physical properties of medium. Individual directions will be encouraged within limitations of sound composition. Materials, methods, and techniques of handling media in varying subjects. Prerequisite: ART 115, 209 or permission of instructor.

Jacques

Full course second semester.

209. Design and Composition I

Experimental study of the function of line, area, space, motion and color in abstract design. Problems involving three-dimensional and two-dimensional solutions in fine arts and advertising arts. Prerequisite: ART 115, may be taken at the same time or permission of instructor.

C.D. Thomas

Full course first semester.

210. Design and Composition II

Projects in composition involving development of awareness of sources of design in nature and environment and sensitivity in interpreting and transforming these sources through a variety of media and techniques. Prerequisite: ART 209.

C.D. Thomas

Full course second semester.

219. Sculpture

This course will study the essentials of expression and design specific to three-dimensional form. Additive, subtractive, and constructive methods will be employed using traditional and non-traditional materials. The course will include discussion on internal and external space as these affect the perception of sculpture. Prerequisite: ART 115 or permission of the instructor.

Full course second semester, alternate years.

223. Watercolor Technique

Transparent and opaque water color. Emphasis on structure and composition. Field trips. Prerequisite: ART 115.

Jacques

Full course first semester, alternate years.

231. Printmaking I

Intaglio, serigraphy, relief, plate lithography. Print processes will be covered.

Monaco

Full course first semester.

232. Printmaking II

Advanced problems in intaglio. Prerequisite: ART 231.

Monaco

Full course second semester.

242. Life Drawing

Graphic study of the human figure, based on work with live models. Study of contours, planes and masses, as affected by anatomical structure. Exercises to develop quick observation and retentive memory. Prerequisite: ART 115, 116.

Jacques

Full course first semester.

306. Advanced Drawing Concepts

Advanced concepts of form and design are developed from nature and from imagination. Different media and techniques are examined. Technical growth will be emphasized. Prerequisite: ART 115, 116, 242.

Jacques

Full course second semester.

310. Painting II

Study of heads, hands and drapery. Organization of these elements into a finished work. Various approaches and media are explored as a means to finding a personal direction. Prerequisite: ART 115, 116, 205, 209, 210.

Jacques

Full course second semester.

331. Printmaking III

Advanced problems in lithography. Prerequisite: ART 231.

C.D. Thomas

Full course second semester.

335. Pottery

A study of pottery processes, materials, clays, the chemistry of glazes and kiln procedures. Problems in techniques of slab, coil, and wheel-thrown pieces.

Monaco

Full course first semester.

340. Graphic Design II

Advanced problems in graphic design with emphasis on the use of drawing, photography, video and computer art to communicate ideas or concepts. Prerequisite: ART 115, 140, 209.

Jacques

Full course first semester, alternate years.

380. Principles of Art Therapy

This course introduces the field of art therapy, its history, development and current trends. Various training exercises, surveys of expressive therapies (i.e., movement, music, poetry, drama, video, etc., would be related to art therapy). Students will also be introduced to art therapy methods and group therapy techniques.

Thornell

Full course first semester.

385. Art Therapy Practicum

This supervised course will provide students with clinical and practical experience at off-campus sites. The case study method will be used. Students will also learn how to write useful and articulate case reports. Another component of the course is a review of other training programs, professional organizations, seminars with professionals in the field.

Thornell

Full course second semester.

411. Major Composition I

Advanced problems in design and composition exploring media familiar to the student, along with development of thesis. Prerequisite: ART 209, 210.

Monaco

Full course first semester.

412. Major Composition II

More advanced problems in design and composition exploring media familiar to the student, along with final development of thesis and preparation and setting up of one-person or group art exhibit. Prerequisite: Two design courses.

Monaco

Full course second semester.

455. Painting III

Continuation of ART 310 emphasizing control of techniques and mastery of color relationships. Further experience with acrylic. Prerequisite: ART 115, 116, 205, 209, 210, 310.

C. D. Thomas

Full course first semester.

460-461. Internships

Members

Full course either semester.

491. Directed Study I

Open only to juniors and seniors who have had experience in a specific area; approval of the chairperson and instructor necessary.

Members of the department.

Full course either semester.

492. Directed Study II

Open only to juniors and seniors who have had experience in a specific area; approval of the chairperson and instructor necessary.

Members of the department

Full course either semester.

540. Thesis

For candidates.

Members

Full course either semester.

Methods Courses

324. Methods and Materials of Teaching Art

A course dealing with the methods and techniques of teaching art, design, and craft work in the elementary school.

Full course second semester.

325. Curriculum Development in Art Education

Current methods, materials, and procedures basic to curriculum development in the teaching of the visual arts.

Full course first semester.

326. Techniques and Materials for Art Education and Therapy

This course will introduce students to materials and techniques useful in education and therapeutic programs. It will include printmaking, photography, lettering as used in current graphic design, crafts, and other techniques.

Full course second semester.

Bachelor of Fine Arts Program

The department offers a B.F.A. degree program in Studio Art with a double concentration in painting and printmaking.

Requirements for the B.F.A. degree:

1. Undergraduate concentration in the field of Studio Art
2. 21 courses in Art, including three Art History courses
3. College general requirements
4. Completion of a thesis in the subject area of concentration developed from the creative experience and professional growth derived from the B.F.A. courses
5. An exhibit

Suggested B.F.A. Four-Year Program in Painting and Printmaking

Freshman

- | | |
|-----|--------------------------|
| 115 | Basic Drawing I |
| 116 | Basic Drawing II |
| 117 | Survey of Western Art I |
| 118 | Survey of Western Art II |
| 209 | Design and Comp. I |
| 210 | Design and Comp II |

Sophomore

- | | |
|-----|----------------|
| 205 | Painting I |
| 219 | Sculpture |
| 231 | Printmaking I |
| 232 | Printmaking II |
| 242 | Life Drawing |
| 392 | Modern Art |

Junior

- | | |
|-----|--|
| 219 | Sculpture (if not taken as sophomore) |
| 306 | Advanced Drawing Concepts |
| 310 | Painting II |
| 331 | Printmaking III |
| 392 | Modern Art (if not taken as sophomore) |
| | Studio Electives |

Senior

- | | |
|-----|-----------------------|
| 411 | Major Composition I |
| 412 | Major Composition II |
| 455 | Painting III |
| 540 | Thesis |
| | Art History Electives |

Art Therapy Program

Freshman

First Semester

- | | |
|---------|---------------------------|
| ART 115 | Basic Drawing |
| ART 117 | Survey of Western Art I** |
| PSY 105 | General Psychology |

Second Semester

- | | |
|---------|------------------------------|
| ART 118 | Survey of Western Art II** |
| PSY 144 | Developmental Psychology |
| PSY 215 | Principles of Rehabilitation |

Sophomore

First Semester

- | | |
|---------|------------------------------------|
| ART 209 | Design & Composition I |
| ART 335 | Pottery |
| ART 392 | Modern Art |
| BIO 150 | Principles of Anatomy & Physiology |

Second Semester

- | | |
|---------|------------------------------------|
| ART 210 | Design & Composition II |
| PSY 220 | Abnormal Psychology |
| BIO 151 | Principles of Anatomy & Physiology |

Junior

First Semester

- | | |
|---------|--|
| ART 380 | Principles of Art Therapy |
| ART 392 | Modern Art (if not taken as sophomore) |
| PSY 390 | Maturity & Old Age |

**Choice of either Survey Course

Second Semester
ART 205 Painting

Either Semester
1 art history elective
1 art studio elective

Senior
First Semester
ART 411 Major Composition
Second Semester
ART 385 Art Therapy Practicum

Recommended: PSY 333 and either: PSY 256 or 330.

Biology

Ann M. Belanger, Ph.D., Chair
G. Douglas Crandall, Ph.D.
Joel David Kowit, Ph.D.
Donald J. Procaccini, Ph.D.
Bette F. Weiss, Ph.D.

The courses offered by the biology department seek to provide students with an understanding of the origin and evolution of life, life processes, the complex interaction of all living organisms and their relationship to the environment. Students of biology have a fuller appreciation of their own biology and are better able to make informed decisions regarding the quality of their lives and those of others.

For the Major

For those individuals interested in a career in biology or a related field, the program of advanced courses provides specialized training in the foundation areas of biology. These courses are taught with an emphasis on combining conceptual understanding with a rigorous laboratory experience. The successful biology major will have the intellectual and practical tools to pursue a variety of career objectives. Recent graduates have gained immediate employment as certified medical technologists, laboratory technicians and high school teachers, while others have pursued graduate degrees in medicine, dentistry, hospital administration, journalism, cell biology and biochemistry.

For the Non-Scientist

For the non-science major, the Biology Department offers several courses which present major concepts about life and relates these ideas to critical issues of our time. See descriptions for 103, Life on Earth and 104, Biology of Women. Both courses fulfill the General Education Requirements for science.

For Students in Special Programs in Other Departments

For students enrolled in programs such as Art or Music Therapy, Gerontology, Rehabilitation Counseling, and Nursing, the department offers courses which provide the foundation for understanding the application of biology to various aspects of human health care and well being. (See p. 42 for course descriptions.)

Required Courses for Departmental Concentration

1. For Bachelor's degree:

a. B.A. degree: Biology 121-122, 221, 307, 335, 400 plus four biology electives (to include Biology 201 or 204), and Chemistry 105-106 and 201-202. Physics 111-112 (or 113-114) and Mathematics 111, 112 (or 101-102) are strongly recommended for students interested in graduate or medical schools.

b. Option to petition for a B.S. degree: requirements for B.A. degree, including two biology electives with laboratory components, one biology elective at the 300 level; Physics 111-112 (or 113-114) and Mathematics 111, 112 (or 101-102). A computer science course is strongly recommended.

2. For Bachelor's degree with concentration in Medical Technology:

a. Internship during senior year: Biology 121-122, 221, 240, 271, 280, 307, 315, 335 and 400; Chemistry 105-106 and 201-202; Physics 111-112 and Mathematics 111, 112;

b. Internship after graduation: Biology 121-122, 221, 201 or 204, 240 or 280, 271, 307, 315, 335, and 400; Chemistry 105-106 and 201-202; Physics 111-112 and Mathematics 111, 112.

3. For Bachelor's degree with a concentration in Biochemistry: Biology 121-122, 201 or 204, 221, 307, 335, two semesters of research (401-402), one biology elective (271, 280, or 350), and a biochemically oriented seminar (400);

Chemistry 105-106, 201-202 and a semester of physical chemistry; Physics 111-112 (or 113-114) and Mathematics, 101, 102.

Suggested Program for Biology Major

Freshman

‡BIO 121, 122	Cell, Mol., Org. Biology
CHM 105, 106	Principles of Chemistry

Sophomore

‡BIO 221	Comp. Vert. Anatomy
CHM 201, 202	Organic Chemistry
MTH 111	Introduction to Calculus
MTH 112	Introduction to Statistics
	Biology Elective

Junior

‡BIO 307	Cellular Biochemistry
PHY 111, 112	General Physics
	Biology Elective

Senior

‡BIO 400	Seminar
‡BIO 335	Cellular Physiology
	Biology Electives (2)

‡Courses required of all Biology majors

Required Courses for Interdepartmental or Divisional Concentration

Biology 121-122 and appropriate advanced courses to be chosen in consultation with the departmental adviser.

Requirements for Secondary School Teaching

Students who wish to apply for secondary school certification in Massachusetts must take 10 courses in Biology: 121-122, 201, 204, 221, 233, 280, 307, 335, and 400. Requirements also include four chemistry courses: 105-106, 201-202.

It is strongly recommended that students taking biology courses demonstrate competence in basic mathematical skills through a satisfactory score on the Mathematics Placement Examination or successful completion of the mathematics component IDC 113.

Prerequisites for a specific course may be waived with the special permission of the instructor.

103. + Life on Earth

This course will survey the principles and processes by which life appeared and developed on earth. Emphasis will be placed on humans as functional organisms in the environment. The central themes of the course include time and evolution, the unity/diversity of life, the shapes of life and the concept of health and disease in the individual and in the community. Human responsibility for the environment and an ethics of biology will be discussed. The laboratory will include experiments, discussion and field trips. Three hours lecture, three hours laboratory.

Procaccini

Full course first semester.

104. + ° Biology of Women

Biology of the human, with specific emphasis on women. Biological similarities and differences between females and males at all stages of life are considered. Topics discussed include basic anatomy and physiology, genetics, sexuality, reproduction, endocrinology, special nutritional considerations and medical problems of women. Laboratory exercises using models, slides, dissection and experiments complement the lecture topics. Three hours lecture, three hours laboratory.

Weiss

Full course second semester.

121-122.‡ + Introduction to Cell, Molecular, and Organismic Biology

The first semester will cover the experimental basis of modern biology; the basic problems of life origin of biological systems, structure, energy, inheritance and growth. Laboratory stresses new techniques, instrumentation, and problem solving. The second semester surveys the kinds of living organisms and the evolutionary relationships between them. Emphasis is placed on the structure,

function and experimentation at the organismal level. Occasional seminars on topics of current interest. Three hours lecture, three hours laboratory. *Kowit, Crandall*
Full course each semester.

150-151. + Principles of Anatomy and Physiology

(See course description on p.42)

201. Plant Biology

A consideration of the physiology, growth, development and reproduction of higher plants. The anatomy and morphology of these and representative lower plant forms will also be covered. Laboratory exercises illustrate material covered in lecture and include practical greenhouse experience. Three hours lecture, three hours laboratory. Prerequisite: BIO 121-122 or their equivalent. *Crandall*
Full course first semester.

204. * Ecology

A study of the fundamental concepts of ecology; ecosystem, habitat, niche, thermodynamics, food chains, etc., followed by an analysis of current environmental problems. Three hours lecture, three hours laboratory. Prerequisite: BIO 121-122 or their equivalent. *Crandall*

Full course second semester

221. ‡ Comparative Vertebrate Anatomy

Analysis of functional morphology and integration of vertebrate organ systems through a comparison of phylogenetic trends. Laboratory includes dissection of lower vertebrates through representative mammals, emphasizing structural adaptations with reference to functional demands. Three hours lecture, three hours laboratory and demonstration. *Belanger*

Full course first semester

222. Vertebrate Physiology

A study of the functioning of the organ systems of vertebrates, with emphasis on mammals. Basic physiological principles are discussed and applied to specific systems and their interactions. Laboratory experiments involve the use of living vertebrates or tissues to demonstrate physiological principles. Three hours lecture, three hours laboratory. Prerequisite: BIO 121 or the equivalent. *Weiss*

Full course second semester.

223. General Microbiology

(See course description on p.42)

233. Human Nutrition

Basic principles of human nutrition. This course is designed to provide an understanding of nutritional requirements and the roles of nutrients in body functioning. Topics include nutrition throughout various stages of life, evaluation of food intakes and habits, world food problems and malnutrition, nutritional requirements in certain altered physical conditions and food processing and consumerism. Prerequisite: one semester of introductory biology or anatomy and physiology or permission of the instructor.

Weiss

Full course each semester. Not offered Fall, 1985. Available to Emmanuel students in the Fall, and to N.E. Baptist students in the Spring.

234. Determinants of Health and Disease

Using a systems approach, this course will analyze the determinants of health and disease. Chief among those to be considered are: microbial exposure, vascular disease, noxious agents, environmental factors, genetic factors, social change and developmental disorders.

Members

Full course second semester.

240. * Histology-Microtechnique

Vertebrate tissues are studied at histological and ultrastructural levels considering functional significance. Laboratory experience includes extensive microscope use as well as routine microslide preparation. Three hours lecture, three hours laboratory. Prerequisite: BIO 221.

Belanger

Full course second semester.

242. ° Current Topics in Biological Research

This is an introductory level course that describes and analyzes the newly emerging fields of biotechnology, genetic engineering and molecular biology. The course focuses on recent developments which will have a revolutionary impact on our lives. Topics include genetic engineering of bacteria, plants and animals, monoclonal antibodies and immunotoxins, somatic cell genetics and oncogenes, plus the microbial production of useful human proteins (insulin, interferon, etc.). Readings from a wide spectrum of books and periodicals will be assigned as a basis for class discussion and short papers. Students will be encouraged to view the challenges of modern biology from a scientific, social and ethical viewpoint. Prerequisite: one semester of biology or permission of the instructor. *Members*

Full course second semester.

*Not offered 1985-1986.

‡Courses required of all Biology majors.

271. Microbiology

A study of microorganisms including bacteria and viruses and the immune defense system. Course encompasses fundamental structure, physiology and metabolism of microorganisms, recent concepts in bacterial and viral genetics and pathogenicity. Laboratories follow lecture material closely. Three hours lecture, four hours laboratory. Prerequisites: BIO 121, 122, or their equivalents and 307; CHM 201-202.

Kowit

Full course second semester.

280. Genetics

A survey of genetic concepts, presented for the most part in historical sequence. The course emphasizes classical genetic concepts, bacterial and phage genetics, molecular genetics and population genetics. Laboratories follow the lecture closely, with emphasis on *Drosophila*, plant, human, bacterial and fungal genetics. Three hours lecture, three hours laboratory. Prerequisites: BIO 121-122; CHM 105-106.

Belanger

Full course first semester.

307.‡ Cellular Biochemistry

An introduction to the structure, synthesis and degradation of molecules unique to the living system. Emphasis is placed on the energetics of metabolic pathways, the interrelationships between them and the control mechanisms that regulate the overall chemistry of the cell. Extensive laboratory experience to provide a working knowledge of techniques employed in modern biochemistry laboratories. Three hours lecture, three hours laboratory. Prerequisites: BIO 121-122; CHM 201-202.

Crandall

Full course first semester.

315. Immunology

The course will cover current advances and classical foundations of immunology. It will include the following: immunity, the anatomic, cellular, and molecular basis of the immune response; the concepts and experimental basis of the clonal selection theory; immunoglobulin structure and specificity and production of monoclonal antibodies; antibody-antigen interactions; transplantation immunology; and immunogenetics. Prerequisite: BIO 307.

Kowit

Full course second semester.

332. Analysis of Development

The processes of development: gametogenesis, fertilization, morphogenesis, differentiation, metamorphosis and regeneration. Emphasis on vertebrate development, with consideration of invertebrates and plants when appropriate. Laboratory includes study of normal developmental events coupled with experimental analysis of the underlying mechanisms. Three hours lecture and seminar, three hours laboratory. Prerequisites: BIO 221 and permission of instructor.

Belanger

Full course second semester.

335.‡ Cell Physiology

A survey of basic physiological mechanisms at the cellular, organelle and molecular levels. The approach is experimental and emphasis is placed on cell organization, structure and function of organelles, membranes and regulation of transport, transcription and translation, regulation of cell function and basic immunology. There are occasional readings from recent journal articles and class discussions. The laboratory is designed to provide exposure to techniques and demonstrate concepts in cell physiology. Three hours lecture, three hours laboratory. Prerequisite: BIO 307.

Crandall

Full course second semester.

350.* Endocrinology

Structure and function of the endocrine glands, with special emphasis on endocrine physiology, hormone action and interaction. Developmental, comparative, behavioral, and clinical aspects of endocrinology are considered. Laboratory will include surgical techniques; biochemical and histochemical procedures. Three hours lecture, three hours laboratory. Recommended prerequisite: BIO 307 or permission of instructor.

Weiss

Full course first semester.

400.‡ Seminar

Topics of current research interest will be presented and discussed in depth. Topics may include photobiology, protein structure and function, regeneration, biochemistry of development, nutritional biochemistry and animal behavior.

Members of the department

Full course second semester.

*Not offered 1986-1987.

‡Courses required of all Biology majors.

401-402. Research Internships in the Life Sciences

Original student research under the supervision of on-campus or off-campus agencies as described under *Special Programs in the Biological Sciences*. Arrangements to do off-campus research should be made well in advance of the beginning of the semester. Prerequisite: Departmental permission.

Members of the department

Full course each semester.

420. Biological Systems and Pathophysiology

(See course description second column.)

Courses for Students Enrolled in Special Programs in Other Departments**150-151.⁺ Principles of Anatomy and Physiology**

An introduction to mammalian anatomy and physiology, emphasizing the relationship between structure and function. The systems of the body, such as nervous, cardiovascular and digestive, and the interactions between them are studied. Laboratory investigation and demonstration includes cat dissection, study of organs of other mammals, and experiments in vertebrate physiology. Three hours lecture, three hours laboratory.

Weiss, Belanger

Full course each semester.

223. General Microbiology

A basic microbiology course dealing with general principles of microbial life, including a study of growth patterns, host-micro-organism interaction and methods of controlling microbial growth. The laboratory will cover methods by which microbes are studied, i.e., plating, selective media, antibiotic inhibition, etc. Three hours lecture, three hours laboratory.

Kowit

Full course first semester.

233. Human Nutrition

(See course description p. 40)

420. Biological Systems and Pathophysiology

This course will examine human cellular and organic control mechanisms from the perspective of homeostasis, cybernetics, and general systems. Responses to stress, disease, and pathophysiological disturbances will be analyzed in certain processes and diseases chosen because they are particularly common or because they illustrate a general principle. Each student will write a detailed

paper analyzing a disease process from a systems viewpoint. Required of students enrolled in the BSN program. Open to selected other students with permission of the instructor. Prerequisite: CHM 402.

Procaccini

Full course each semester.

Special Programs in the Biological Sciences**Research Internships in the Life Sciences**

Selected qualified students interested in careers in the health and allied professions (community and public health, medicine, physical therapy, etc.) may be nominated to undertake senior year research projects at Brigham and Women's Hospital, the Cambridge Hospital, the Dana Farber Cancer Center (formerly the Children's Cancer Research Foundation), and the Hebrew Rehabilitation Center for the Aged as a result of a cooperative program between these institutions and Emmanuel College. Under supervision, the student may plan and carry out a project that reflects her interests and goals.

Brigham and Women's Hospital offers research opportunities in the departments of medical lipids, pathology, and surgical bacteriology.

At the Cambridge Hospital, under the direction of the Department of Social Services, research opportunities are available in the following hospital units: community medicine, emergency care, alcoholism and drug programs, psychiatric medicine, physical therapy and rehabilitation, and in certain cases, hospital satellite units (half-way houses, etc.).

At the Dana Farber Cancer Center, research opportunities are available in the cell biology and cell culture, electronmicroscopy, cytogenetics, histology, immunogenetics, biochemistry, virology and protein chemistry.

At the Hebrew Rehabilitation Center, research opportunities are available in biological, clinical and rehabilitation aspects of physical therapy.

Students interested in this program should enroll in Biology 401-402.

Biochemistry

This special program, which leads to a bachelor degree in biology with a concentration in biochemistry, includes a combination of biology and chemistry courses with two semesters of advanced biochemistry research. Students interested in the details of this program should consult the requirements for departmental concentration.

Secondary School Teaching

Biology teaching has undergone profound changes in the past few years. These include a more effective utilization of laboratory experience, greater reliance on individualized learning and audio-visual techniques, and the accelerated introduction of new developments and concepts in biological research. Students interested in a teaching career should consider the recommended sequence of biology courses and should include the appropriate education courses.

Medical Technology

Students contemplating a career in Medical Technology may pursue that goal at Emmanuel by one of two different routes in the biology department.

Five-Year Program

In their senior year, biology majors with the appropriate course requirements may apply for acceptance to internship programs at one or more hospitals with certified Medical Technology training programs. Successful completion of the internship, which begins after graduation from Emmanuel, would make the graduate eligible for the certification examination administered by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

Four-Year Program

Those interested in an accelerated program may choose to take advantage of the affiliated program between Emmanuel College and Cambridge Hospital. At the beginning of their junior year, biology majors with the appropriate course requirements may apply for acceptance to the medical technology program at Cambridge Hospital. Accepted students who complete the internship and other college requirements in the following year will graduate with a bachelors degree in biology from Emmanuel College and a certificate in Medical Technology from Cambridge Hospital.

The program is approved by the Council on Medical Education and Hospitals of the American Medical Association and by the Registry of Medical Technologists of the American Society of Clinical Pathologists (ASCP). Graduates are eligible for the certification examination administered by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

The program is under the joint direction of the Chair of the Biology Department and Dr. C. G. Hori, Director, School of Medical Technology, Cambridge Hospital, and Dorothy Tekula, Education Coordinator. Students interested in the details of this program should consult the Chair.

Medical Technology Requirements: BIO431-438 given at Cambridge Hospital

BIO431-432 Clinical Chemistry

Basic human biochemistry; application of clinical and automated procedures to analyze large numbers of simple and complex tests including urinalysis, kidney physiology and pulmonary function. *Eight credits.*

BIO433-434 Microbiology

Morphology, physiology, and biochemistry of medically important bacteria; identification and analysis of pathogens. *Eight credits.*

BIO435-436 Hematology

Analysis of blood disease; techniques to analyze cellular constituents of the blood, distribution of various types of cells, presence of abnormalities; nature of bleeding disorders. *Eight credits.*

BIO437-438 Immunohematology

Techniques of blood grouping, cross-matching, Rh typing, antibody analysis and separation of blood fractions. *Eight credits.*

A similar program is offered in conjunction with the Framingham Union Hospital School of Medical Technology.

BIO411-412 Clinical Microbiology

Eight credits.

BIO413-414 Clinical Chemistry/Urinalysis

Eight credits.

BIO415-416 Clinical Hematology/ Coagulation

Eight credits.

BIO417-418 Immunology/Serology/ Immunohematology and Blood Banking

Eight credits.

Chemistry

Sister Barbara Eaton, Ph.D., *Chair*
 Kenneth F. Cerny, M.S.
 Sister Dorothy Higgins, Ph.D.
 Rose Irma Lynch, M.S.

The new major in Biochemistry is the principal focus of the department beginning September, 1983. A major in Chemistry remains as a viable alternative.

A *departmental major in either Chemistry or Biochemistry* requires a minimum of 10 semester courses in the department. The core curriculum includes CHM 105-106, 201-202, 213-214.

A semester of research is required for both majors. In addition, PHY 113-114, CS 150 and MTH 101-102 must be taken MTH 203 and 303 are recommended for those students interested in pursuing graduate programs in Chemistry.

The elective courses and the research problem selected by the student majoring in Chemistry or Biochemistry to complete a departmental concentration reflect her future career options. She can arrange a suitable and flexible program in consultation with the departmental advisor as preparation for graduate school, medicine, law, engineering, research, industry, and teaching.

A student with a departmental major in Chemistry or Biochemistry may petition to be awarded a B.S. in lieu of a B.A. degree.

Students who wish to apply for secondary school certification in the Commonwealth of Massachusetts must take the following courses: CHM 105, 106, 201, 202, 213, 214, 405 and three electives from the following: 303, 304, 308, 321, 322, 404, 408, 420. Students must also consult the Education Department for required courses.

B.A./B.S. Curriculum in Chemistry

First Year

- *CHM 105, 106 Principles of Chemistry
- MTH 101 Calculus I
- MTH 102 Calculus II
- General Requirements (4)

Second Year

- CHM 201, 202 Organic Chemistry
- PHY 113, 114 General Physics (calculus)
- CS 150 Computer Science I
- General Requirements (4)

Third Year

- CHM 213, 214 Physical Chemistry
- General Requirements (4)
- Electives (3)

Fourth Year

- CHM 405 Directed Research
- CHM 420 Seminar
- General Requirements (3)
- Electives (4)

Chemistry electives include: 302, 303, 304, 308, 321, 322, 326, 404, 408

B.A./B.S. Curriculum in Biochemistry

First Year

- *CHM 105, 106 Principles of Chemistry
- *BIO 121, 122 Cell, Mol., Org. Biology
- MTH 101, 102 Calculus I and II
- General Requirements (3)

Second Year

- CHM 201, 202 Organic Chemistry
- PHY 113, 114 General Physics (calculus)
- CHM 322 Bio-Analytical Chemistry
- CS 150 Computer Science I
- General Requirements (3)

Third Year

- CHM 213, 214 Physical Chemistry
- CHM 303, 304 Biochemistry
- BIO 271 Microbiology
- General Requirements (3)

Fourth Year

- CHM 405 Directed Research
- CHM 420 Seminar
- **CHM 408 Bio-Inorganic Chemistry
- **CHM 404 Enzymology
- BIO 335 Cell Physiology
- General Requirements (3)
- Electives (2)

*Exempted if advanced placement

**Chemistry electives on alternate years

105-106. * Principles of Chemistry

A solid foundation in the principles of chemistry, kinetic molecular theory, structure and bonding, elementary thermodynamics and kinetics, solution chemistry, equilibrium systems. Laboratory sessions provide an introduction to basic analytical principles and their application to chemical separations, identification, and quantitation. Three hours lecture, one hour discussion, three hours laboratory. Chemistry 106 requires the successful completion of Chemistry 105. It is strongly recommended that students taking Chemistry 105-106 demonstrate competence in basic mathematical skills through a satisfactory score on the Mathematics Placement Examination or successful completion of Mathematics 103.

Lynch

Full course each semester.

120. + Prescription and Non-Prescription Drugs

This semester course offers the student a basic understanding of common prescription and over-the-counter drugs, their uses, misuses, interactions, side effects and contraindications. The course presents the student with methods to evaluate current drugs as well as new products as they come on the market. Laboratory experiments stress identification and analysis of medicinal components. Three hours lecture and discussion, two hours laboratory.

Eaton

Full course second semester.

121. + Food and Nutrition

This semester course gives the student a basic understanding of good nutrition, of how to balance a day's food intake with energy expenditure and health requirements. The nutrients constitute an important segment in the course—how they are assessed in the laboratory, how they are used by the body, how one can evaluate their presence in the diet. Food fads and food-related controversies are also analyzed and discussed. Three hours lecture and discussion, two hours laboratory.

Eaton

Full course first semester.

201-202. Organic Chemistry

Structural theory applied to the study of compounds of carbon, their physical and chemical properties; a study of reaction rates and mechanisms; an introduction to organic synthesis and to the spectrometric identification of organic compounds. Three hours lecture, one hour discussion, four hours laboratory. Prerequisite: CHM 105-106 or departmental approval.

Cerny

Full course each semester.

213-214. Physical Chemistry

A study of the laws governing the behavior of gases, liquids, solids, and solutions; the principles of thermodynamics; Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac distribution functions; the kinetic-molecular theory of gases; kinetics of reactions in the gaseous and solution phase; atomic and molecular structure; crystal structure and symmetry. Problem solving stressed. Three hours lecture, one hour problem session, four hours laboratory. Prerequisites: CHM 105-106, PHY 113-114 or 111-112, MTH 101-102, MTH 203 recommended.

Higgins/O'Brien

Full course each semester.

302. * Organic Analysis

A systematic study of the identification of organic compounds and the separation of mixtures. Theory and practice include both classical procedures and major spectrophotometric techniques. Three hours lecture, six hours laboratory. Prerequisite: CHM 201-202.

Full course second semester.

303-304. Biochemistry

A study of the architecture and dynamics of life at the molecular level, including the three-dimensional structure of proteins and their biological activity, the generation and storage of metabolic energy, the biosynthesis of macromolecular precursors, the storage transmission and expression of genetic information, as well as the interplay of these forces in physiological processes. Three hours lecture, one hour discussion, four hours laboratory. Prerequisite: CHM 201-202.

Eaton

Full course each semester.

308. * Advanced Inorganic Chemistry

A detailed study of the electronic structure of atoms and the nature of chemical bonding; an introduction to nuclear structure and radiation; coordination compounds and the theory of metal-ligand bonding. Associated laboratory work includes the use of radiochemical principles and methods to illustrate inorganic reaction and preparations. Three hours lecture, four hours laboratory. Prerequisite: CHM 213-214.

Higgins

Full course first semester.

321. * Advanced Analytical Chemistry/Instrumental Analysis

Advanced treatment of electro-analytical and spectrophotometric methods; some chelometry, chromatography and radiometry. The use of nuclear magnetic resonance and mass spectrometry will also be included. Three hours lecture, four hours laboratory. Prerequisite: CHM 213-214.

Eaton

Full course first semester.

322. Bio-Analytical Chemistry

Application of several analytical techniques used in biochemical laboratories for the identification and quantization of biologically significant molecules include potentiometry, spectrometry, chromatography, electrophoresis, and centrifugation. Three hours lecture, four hours laboratory.

Eaton

Full course second semester.

326. Advanced Physical Chemistry**

A more intensive study of selected topics in physical chemistry including statistical mechanics, advanced quantum mechanics, spectroscopy, molecular structure and x-ray methods of structural determination.

Higgins

Full course first semester.

404.* Enzymology

This course is designed as an in-depth study of enzymes: their structure, mechanisms of action, kinetics and control. Selected journal articles provide the research data for analysis and constitute the primary basis for discussion of the techniques employed in developing enzyme reaction mechanisms. Four hours lecture/discussion.

Prerequisites: CHM 303-304, 322.

Eaton

Full course second semester.

405. Directed Research

The investigation of a selected research problem following a preliminary literature search. Participation in a joint faculty-student seminar is an essential part of the program.

Members of the department

Full course each semester.

408.* Bio-Inorganic Chemistry

A study of selected topics in inorganic chemistry which provide vital inorganic links in the study of biochemical processes: coordination chemistry of transition elements, acid-base theory, organometallic reactions, metalloporphyrins, essential and trace elements in living systems, biochemistry or nonmetals, and the thermodynamics and kinetics of biochemical reactions. Four hours lecture/discussion. *Prerequisites:* CHM 213-214, CHM 303-304.

Higgins

Full course second semester.

410.* Research Internship

Participation in one of the internships already existing in the Chemistry Department which include preprimary science education, medicine, nutrition, legislative action, public information, drug education, scientific writing and cancer research. In some cases with approval by the department, an internship can fulfill the research requirement.

Full course each semester.

415. Directed Study

Investigation of topics in chemistry not covered in existing courses. Open to qualified chemistry students with the approval of the department.

Full course each semester.

420-421. Seminar

Topics of current biochemical interest such as the biochemistry of drug interaction, metal ions in biological systems, the biochemistry of cell membranes, are researched in journal references and presented for intensive class discussion. Open to qualified students with the approval of the instructor.

Full course each semester.

Chemistry Courses BSN Program

181. Introduction to Chemistry

An introductory course designed to meet the needs of those students who want a review of the fundamental concepts of general chemistry. The areas of discussion will provide a preparation for Chemistry 402, Bio-Organic Chemistry. Topics to be covered include: atomic structure and chemical bonding; solution chemistry and chemical reactions; kinetics and chemical equilibrium. The calculations and problems associated with these topics will require a basic mathematical background only. Restricted to students in the BSN program.

Lynch

Full course, first semester, summer.

402. Bio-Organic Chemistry

A study of organic structures relevant to the understanding of biochemical molecules and their reaction in living tissues and metabolic pathways. Biochemical principles related to the clinical aspects of metabolic control and regulation will be stressed. Required of students in the BSN program. Restricted to students in the BSN program.

Member

Full course second semester, summer.

*Not offered 1985-1986.

**Offered as needed.

Computer Science

M. Patricia Hagan, Ph.D., Co-ordinator
Edith C. Delbert, M.S.
Eileen M. MacKenzie, M.S.

The computer science courses provide an in-depth experience with the formulation of algorithms and problem solving via the computer, and computer literacy and programming language background for specific application in the liberal arts program.

104. Computer Programming for Liberal Arts Students

This course provides the student with the capability of writing efficient computer programs using the BASIC language, a knowledge of various data processing methods, various programming languages, the concept of the computer itself, associated peripheral equipment, methods of input and output. Programs are written and run by the students using time-sharing on campus. No prerequisite.

Hagan

Full course either semester.

140. Computer Science

Develop knowledge of both the Pascal language and the computer's facilities for entering, editing, and running programs; develop programming skill in writing highly readable programs. A hands-on approach using the microcomputer will be used. No prerequisite.

Full course either semester.

216. FORTRAN

Provides a coordinated introduction to both the rules of FORTRAN and the creative process of designing algorithms; the approach concerns itself with program organization, documentation, and with the specifics of FORTRAN IV; engineering and science applications will be programmed, e.g. root search, numerical integration, curve fitting, etc; FORTRAN 77 will be discussed. Prerequisite: skills attained in the traditional sequence leading up to and through the calculus.

Delbert

Full course second semester, alternate years.

260. Business Computer Systems

Development of business computer systems; teleprocessing, database, and distributed business computer systems; computer crime, security and control; computers and their impact on society; word processing; survey of programming languages; introduction to programming for business in BASIC and COBOL. Knowledge of statistics is desirable.

Full course second semester.

Drama

Louise Gadbois Cash, M.Mus.

Departmental concentration is not offered.

101. Dynamics of Speech Communication

Fundamentals of interpersonal communication. Exercises in use of voice and body for effective public speaking. Experience in composition and delivery of formal and informal speeches.

Cash

Full course first semester.

150.* Introduction to Theater Arts

A production-oriented study of movement, acting, and improvisation techniques. Practice in rehearsal methods, text analysis and interpretation. Working knowledge of the process of directing, mounting and producing a play.

Cash

Full course second semester.

280.** Studies in Theater Arts

A course with individualized work in theater history, readings and research. This class will require individual projects by class members.

Full course second semester.

Economics and Business Management

Garrett T. Reagan, M.B.A., C.F.A., *Chair*

Colin H. Connor, B.S., Cand. Ph.D.

Richard B. Emery, M.A., Cand. Ph.D.

Barbara P. Huff, M.B.A.

Walter Ollen, J.D.

William R. Westland, Jr., A.M.

The Department of Economics and Business Management offers three degree programs: Economics, Business Management, Accounting.

1. The B.A. in Economics

The economics program provides the student with a vigorous training in economic theory, quantitative methods and economic policy, plus a liberal offering of courses in such specialized fields as international economics, health care economics, labor relations and investments. The student may continue on to graduate school in economics, business, or law or may choose an immediate career in the field.

Internships are available to economics majors in the senior year. As part of the internship, students gain practical experience in interviewing, writing resumes, and searching for jobs. Students are expected to work 12-15 hours each week during the internship, participating in the regular operations of a local business or government agency.

Recent internship positions have been with the following organizations: law firm, financial consultant, health care consultant, stockbroker, telephone company, department store, consumer protection agency and foreign trade agency.

The major in Economics offers many opportunities for employment. Business positions are available in such diverse areas as banking, foreign trade, insurance, investments, health services, energy and transportation. Positions in government are open in such departments as commerce, labor, health, education and welfare. Teaching positions at the high school and college levels are also available. Many positions require advanced degrees in Economics.

Students who wish to be certified in Massachusetts as a secondary school teacher of social studies must take the following 11 courses: SOC 101, 103, 218, 301, 400; PSY 105 and any other course in psychology; HST 225, 233; ECO 101, 102.

*Not offered 1985-1986.

**Offered when needed.

Required Courses for Departmental Concentration

ECO 101, 102, 220, 240, 245 and four additional economics courses; MTH 111, 112. Students are encouraged to take ECO 101, 102 and MTH 111 during their freshman year.

Required Courses for Interdepartmental Concentration

ECO 101, 102.

Suggested Program for Economics Major

Freshman

ECO 101 Principles of Economics

ECO 102 Principles of Economics

MTH 111 Intro. to Calculus*

Sophomore

ECO 220 Growth of Economic Thought

ECO 240 Macroeconomics

ECO 245 Managerial Economics

MTH 112 Introduction to Statistics

Juniors and Seniors

Students select at least *four* Economics electives in consultation with Economics faculty members.

101. + Principles of Economics

Introduction to microeconomics. Elementary price and distribution theory. Basic economic concepts, the theory of demand, supply and production and models of market structures. Special emphasis is placed on the effects of monopolistic power, government regulation and problems of the agricultural sector. The determination of wages, rent, interest, profits and problems of personal income distribution.

Connor, Emery, Westland

Full course first semester.

102. + Principles of Economics

Introduction to macroeconomics. Elementary national income and employment theory. Government expenditures and taxation. National income accounting, income-expenditure analysis, business fluctuations and fiscal policy. Money and prices and their influence on the economic system. American commercial banking, the structure of the Federal Reserve System, monetary policy and problems of economic stabilization. The analysis of economic growth and international trade are also treated.

Connor, Emery, Westland

Full course second semester.

220. + The Growth of Economic Thought

The evolution of economic thinking, beginning with the English classical school and its major critics, particularly Marxism and German historicism. The rise of marginalism and neoclassical schools of thought, institutionalism, the Keynesian revolution and modern theories of economic growth and development. Prerequisite: ECO 101 or 102 or permission of instructor.

Connor

Full course first semester.

225. Financial Accounting

An introduction to the principles and procedures employed in analyzing business transactions, recording their financial effects, summarizing them in financial statements and interpreting these statements.

Koen, Van Gerpen

Full course either semester.

235. Health Care Economics

This course is designed for students with no prior exposure to economics. It will provide an introduction to the basic principles of microeconomic theory, and then proceed to an economic analysis of problems in the health sector of the national economy. The course also covers the basic economic determinants of the demand for and supply of medical care, the theory of production and market structure, the concepts of economic efficiency, opportunity cost, and marginal analysis.

Emery

Full course first semester.

236. Economics of Health Institutions and Policies

This course uses economic analysis to examine selected issues in health care. The course will include an examination of current and proposed private and government health insurance programs in terms of access equity and efficiency, and their potential impact on the structure of health care delivery in the United States. In addition the Federal health budget, cost-benefit analysis, and an overview of management techniques for health institution administration will be discussed.

Emery

Full course second semester.

240. Macroeconomics

Introduction to aggregate economic analysis and national income measurement. An expenditure model of national income and expansion of the simple model; the theory of consumption and investment; money, the rate of interest, and the general theory of aggregate demand; the theory of inflation, economic growth and stabilization and the impact of public policy. Prerequisite: ECO 102.

Connor

Full course second semester.

*Students with a strong math background may take MTH 101-102 Calculus.

245. Managerial Economics

A rigorous development of the aspects of microeconomic theory most relevant for decision-making within the firm. Emphasis on optimization under conditions of uncertainty. Topics covered include demand theory and estimation, production theory, cost analysis, market structure, pricing practices, anti-trust and business investment decisions. Numerous problems and examples are used to illustrate the theory. Prerequisite: ECO 101, MTH 111 or permission of instructor.

Emery

Full course first semester.

325. Investment Analysis

Role of the investor in a free enterprise economy. Principles and techniques of determining the investment merit of various types of securities of private business corporations are evaluated. Mutual funds, treasury and municipal securities. The effect of the business cycle on investment policy is examined. The case method is employed. Prerequisite: ECO 101, 225.

Reagan

Full course first semester.

330. Public Finance

Analysis of the political formation and economic impact of American government policies in areas such as taxation, military expenditures and foreign policy, macroeconomic stabilization policies, business regulation, public schools, and social welfare programs. Discussion of different philosophies of government: democracy, liberalism, socialism, and anarchism. Prerequisite: ECO 102 or permission of instructor.

Emery

Full course second semester.

365. Labor Relations

This course is designed to give students an understanding of the factors which determine labor relations within the U.S. economy. The basic elements of labor market theory will be examined first in order to provide a framework within which to understand the development of the labor movement, and the political and legal framework with which management and labor operate. Specific topics will include the history, aims and organization of the U.S. labor movement, use of strikes, injunctions, compulsory arbitration and collective bargaining. Students will be expected to participate in the discussion of cases and at least one simulated bargaining session.

Emery

Full course second semester.

370. International Trade And Finance

The subject is treated from the point of view of the national perspective with some use of the case method. Special emphasis is also given to the business firm in the international economy. Topics include the theory of comparative advantage and the basis for trade and decision making, the balance of payments and the foreign exchange market, the development of the international monetary system and its transition, national economic policies affecting trade and financial flows, the selection and transfer of technology and the analysis of foreign investment opportunities, the conflict between host countries and the multinational corporation. Prerequisite: ECO 101 or 102.

Connor

Full course first semester.

376. Money and Banking

Money creation and intermediate monetary theory. The mechanisms and effectiveness of Federal Reserve practices. Fiscal policy, debt management, flow of funds accounting, financial institutions and capital markets. Structure and regulation of the banking industry, money and national priorities and international financial relationship. Prerequisite: ECO 102.

Connor

Full course first semester.

378-379. Directed Study

Limited to Senior Economic majors with permission of instructor.

Members of the department

Full course each semester.

385. Economics of the Developing Countries

Overview of economic development and general theories of development and underdevelopment. Problems of agriculture, industrialization and human resources in the development process. Savings and investment and monetary and fiscal policy. The role of international trade, foreign aid and foreign investment and development planning. Mexico will be used as a case study throughout the course. Prerequisites: ECO 101 or 102, or permission of instructor.

Connor

390-391. Economics Internship

A course of directed work in applied economics in a governmental or private agency. Students are encouraged to find internships on their own (subject to approval), or may select them in conjunction with the department. Students will be required to have periodic discussions of their programs with members of the department throughout the semester and complete a research paper. Permission of instructor required.

Reagan

Full course each semester.

425. Industrial Economics

Studies in the structure, conduct, and performance of selected American industries. Analysis of causal factors of long-term productivity change and the recent drop in U.S. productivity. Topics will include the agricultural sector, established basic industries, and the high-technology and emerging growth sectors. Students will be required to write a paper on an area of their choice. Prerequisite: ECO 101. Connor

Full course second semester.

2. The B.A. in Business Management

The Business Management major offers undergraduate women academic and professional training which will prepare them for careers in management or for graduate programs in economics, business or law.

To realize these goals, the management curriculum provides students with an understanding of the basic principles and techniques of management. Also, a strong foundation will be built in the technical and analytical tools necessary to perform effectively in management positions. Along with necessary business courses, a strong background in the liberal arts will be an important part of the program. Students are encouraged to gain practical management experience in the internship program and campus activities such as the Key Club and alumnae fundraising.

Internships are an important part of the Business Management program. Students gain practical experience in taking interviews, writing resumes, and searching for jobs as part of the Internship. Students are expected to work 12-15 hours each week during the Internship, actually helping a business or government agency in its regular operations. Successful interns often get full-time jobs from the Internship experience.

Recent Internship positions have been with the following organizations: retail sales, financial consultants, computer manufacturer, banking, insurance, personnel, health care consultant, management consultant, advertising, stockbrokerage, travel agent.

Assertiveness and Leadership Training for Women, a four-year sequence of non-credit workshops is offered in conjunction with the Counseling Center.

The Business Management major may also, after completing the required courses in the Education Department, apply for certification as a secondary school teacher of business.

Required Courses for Interdepartmental Concentration

BSM 101 or 102; 225.

Suggested Program for Business Management Major

Freshman

BSM 101	Principles of Economics
BSM 102	Principles of Economics
MTH 111	Intro. to Calculus*

Sophomore

BSM 225	Financial Accounting
BSM 230	Managerial Accounting
MTH 112	Introduction to Statistics
PHL 240	Recent Moral Issues
CS 104	Computer Programming or an Advanced Computer Science course

Junior

BSM 290	Management Psychology
BSM 320	Business Law
BSM 340	Principles of Marketing
BSM 360	Financial Management

Senior

BSM 460	Management Internship
BSM 470	Business Policy
ECO	Economics elective**

*Students with a strong math background may take MTH 101-102 Calculus.

**The economics elective may be taken during the Junior or Senior year.

Students should select electives and the internship with a career goal in mind. Some examples would include:

International Business—Foreign Languages, International Economics, History, Political Science courses.

Computer Science—advanced Mathematics and Computer courses.

Personnel—Labor Relations, Interviewing Skills, Psychology and Sociology courses.

Marketing—Motivation, Psychology and Sociology courses.

Finance—Investments, Money & Banking, International Finance, Accounting courses.

Graduate School in Business or Economics—Advanced Mathematics courses.

Law School—Liberal Arts electives.

Required Courses for Departmental Concentration

BSM 101, 102, 225, 230, 290, 320, 340, 360, 460, 470; one economics elective; MTH 111, 112; CS 104 or an advanced computer science course; PHL 240.

101. + Principles of Economics

Introduction to microeconomics. Elementary price and distribution theory. Basic economic concepts, the theory of demand, supply and production and models of market structures. Special emphasis is placed on the effects of monopolistic power, government regulation and problems of the agricultural sector. The determination of wages, rent, interest, profits and problems of personal income distribution.

Connor, Emery, Westland

Full course first semester.

102. + Principles of Economics

Introduction to macroeconomics. Elementary national income and employment theory. Government expenditures and taxation. National income accounting, income-expenditure analysis, business fluctuations and fiscal policy. Money and prices and their influence on the economic system. The American commercial banking, the structure of the Federal Reserve System, monetary policy and problems of economic stabilization. The analysis of economic growth and international trade are also treated.

Connor, Emery, Westland

Full course second semester.

225. Financial Accounting

An introduction to the principles and procedures employed in analyzing business transactions, recording their financial effects, summarizing them in financial statements and interpreting these statements.

Members

Full course either semester.

230. Managerial Accounting

The use of accounting in planning, controlling and in other aspects of decision-making. Sources of business funds, cost systems and analysis. Uses of cost and other data for planning and control purposes, budgeting and approaches to alternative choice problems. Analysis, uses and limitation of statements and reports. Prerequisite: BSM 225.

Members

Full course either semester.

290. Management Psychology

The relationships between people in the work environment is examined from the following two perspectives: (a) managers' interactions with employees with reference to production and job satisfaction and (b) interactions between managers and others effecting organizational goals (unions, other managers, committees, etc.). Specific topics discussed include the scientific management movement, contemporary perspectives on work, decision-making, bargaining, incentives, theories X and Y, leadership, effective organizational structures, stress, and personnel psychology.

Samson

Full course either semester.

320. Business Law

Legal aspects of business relationships. Contracts, negotiable instruments, agency, partnerships, corporation, real and personal property and sales.

Ollen

Full course first semester.

325. Investment Analysis

Role of the investor in a free enterprise economy. Principles and techniques of determining the investment merit of various types of securities are evaluated. The effect of the business cycle on investment policy is examined. The case method is employed. Prerequisites: ECO 101, 225.

Reagan, Connor

Full course first semester.

340. Principles of Marketing

Course focuses attention on a total system of interacting business activities involved in the movement of goods from producers to consumers and industrial users through the various channels of distribution. Analysis of the marketing functions performed by the manufacturers, wholesalers, retailers, agent middlemen and market exchanger. Evaluation of pricing, branding, choice of distribution channels, selective selling and the planning and implementation of sales programs. Case method employed. Prerequisites: BSM 101 or 102, 225 or permission of the instructor.

Reagan

Full course either semester.

360. Financial Management

Topics include the role of finance and the financial manager, the legal, operating and tax environment of the firm, financial analysis and planning, the management of working capital, fixed-assets management and capital budgeting. Also the cost of capital, capital structure and valuation, and sources of short-term and long-term financing, expansion and failure. Prerequisite: BSM 225.

Reagan

Full course second semester.

376. Money and Banking

Money creation and intermediate monetary theory. The mechanisms and effectiveness of Federal Reserve practices. Fiscal policy, debt management, flow of funds accounting, financial institutions and capital markets. Structure and regulation of the banking industry, money and national priorities and international financial relationship. Prerequisite: ECO 102.

Connor

Full course second semester.

460-461. Management Internship

The management internship involves placement in a business agency related to the student's prospective career and is designed to allow the student the opportunity to apply theoretical knowledge to a practical setting, gain experience in her chosen career, and make a contribution to the agency in which she has been placed. In addition to spending at least twelve hours a week at the placement, the intern is required to submit a research paper on a related topic at the culmination of the internship. Limited to senior management majors.

Reagan

Full course each semester.

470. Business Policy

The formulation and administration of analytical tools for coordinating technological, financial, economic, marketing, geographic and human constraints, among others. Stresses the interaction of disciplines for the implementation of effective strategy and the development of a frame of reference by which predictive generalizations can be developed for top-management policy-making. Use of the case method. Limited to Senior majors.

Reagan

Full course second semester.

3. The B.A. in Accounting

The Accounting major provides the student with a solid foundation in the liberal arts, a body of knowledge in business management, and a thorough preparation in the theory and practice of accounting. The accounting courses are designed to prepare the student for an entry-level accounting position with a public accounting firm, corporation, or governmental agency. Many careers are open to accounting majors, including auditing, managerial accounting, banking, law, taxes, investments, consulting, and high school or college teaching. The major also provides an excellent background for graduate business school and for law school. Demand for accounting graduates is expected to increase steadily through the 1980's. Demand for women graduates with accounting degrees will increase substantially.

To provide practical experience related to the student's courses at Emmanuel, internships are required of seniors in Accounting. Students are expected to work 12-15 hours each week during the internship, actually helping the accounting firm in its work. Successful interns may obtain a full-time position through the internship experience.

Required courses for departmental concentration: BSM 101, 102, 225, 230, 290, 320, 321, 340, 345, 346, 347, 360, 445, 446, 447, 463, 470; MTH 111, 112; CS 104 or an advanced computer science course; PHL 240.

Suggested Program for Accounting Major*Freshman*

BSM	101	Principles of Economics
BSM	102	Principles of Economics
MTH	111	Intro. To Calculus*

Sophomore

BSM	225	Financial Accounting
BSM	230	Managerial Accounting
MTH	112	Intro. to Statistics
CS	104	Computer Programming or an Advanced Computer Course
PHL	240	Recent Moral Issues

Junior

BSM	290	Management Psychology
BSM	320	Business Law
BSM	321	Advanced Business Law
BSM	340	Principles of Marketing
BSM	345	Intermediate Accounting I
BSM	346	Intermediate Accounting II
BSM	347	Cost Accounting
BSM	360	Financial Management

Senior

BSM	445	Advanced Accounting
BSM	446	Auditing
BSM	447	Taxes
BSM	463	Internship
BSM	470	Business Policy

* Students with a strong math background may take MTH 101-102 Calculus

321. Advanced Business Law

Study of the law of contracts, negotiable instruments, partnerships, corporations, sales, wills, trusts and estates, bankruptcy and other matters of interest to students preparing for the C.P.A. Examination. Prerequisite: BSM 320.

Full course second semester.

345. Intermediate Accounting I

Accounting theory is applied to develop financial statements of proper form and content. Asset items of the balance sheet are treated comprehensively. Prerequisite: BSM 225, 230.

Full course first semester.

346. Intermediate Accounting II

Liabilities, reserves, and stockholders equity items are thoroughly treated. The analysis of financial statements through the use of the ratio method is stressed. Prerequisite: BSM 345.

Full course second semester.

347. Cost Accounting

The control aspects of material, labor, and overhead accounting are stressed. The course covers job and process costs, standard costs, direct costing, marketing costs, costs in decision-making, capital budgeting, and profit planning. Prerequisite: BSM 225, 230.

Full course first semester.

445. Advanced Accounting

Study of advanced accounting topics including consolidated financial statements, mergers and acquisitions, and partnerships. Prerequisite: BSM 345, 346.

Full course first semester.

446. Auditing

The theory and practice of auditing, including the preparation of working papers and reports for various types of clients, and the relationship with the client and professional ethics. Prerequisite: BSM 345, 346.

Full course first semester.

447. Taxes

Study of the Federal Income Tax Laws as they apply to individuals, partnerships, corporations, and fiduciaries. Prerequisite: BSM 345, 346.

Full course second semester.

463-464. Accounting Internship

The Accounting internship involves placement in an accounting related position with a corporation, public accounting firm, or governmental agency. In addition to working at least 12 hours each week at the internship site, the student is required to submit a research paper on an accounting topic related to the internship experience. Limited to senior accounting majors.

Full course each semester.

Education

Susan D. Zelman, Ph.D., *Chair*
Theresa Kirk, Ph.D., *Director of*
Teacher Education and Field-Based
Experiences
Rosemary Barton Tobin, Ph.D.

Since 1919, Emmanuel College has trained teachers for private, parochial, and public schools. In the Department of Education students are given a strong theoretical base upon which their practicum experiences build. This helps students develop those skills necessary to manage a sound, organized and creative learning environment. Pre-service teachers are encouraged to continue to develop a philosophy of education uniquely their own and yet part of a larger whole, that of the school and society.

Acceptance to the Teacher Certification Program

An application for admission into the elementary school teacher education program and secondary school teacher education program must be filed with the education department the term following the completion of Education 130 for elementary school students and 230 for secondary school students. A student who receives a grade of C— or below in Education 130 or 230 will be required to alleviate specific deficiencies before application will be acted upon. In addition to the application, the student must submit letters of recommendations from a professor outside the department, and her freshman adviser.

Elementary Education

Education 130, 140 or 446, 204, 250, 363, 365, 366, 410, 418, (204, 250, 365 include prepracticum field-based experience). It is strongly recommended that students taking Elementary Education demonstrate competence in basic mathematical skills through a satisfactory score on the Mathematics Placement Examination or successful completion of Mathematics IDC 113 or 114. All freshmen planning to major in education who have not scored satisfactorily on the arithmetic/algebra test must take a non-credit workshop. The student must demonstrate adequate knowledge of the workshop material before taking the required IDC 113 course. The Elementary Education Program is an approved program of the Interstate Certification Compact. Students receive certification in states which are part of the Compact.

Certification in the Content Area

For the elementary school program, a student must follow the requirements above. Emmanuel has registered programs at the Massachusetts State Department of Education in various secondary school subject areas. Please see department

listings for various requirements in the secondary school program. For the secondary school program, a student must follow the requirements of the departmental major plus education 140 or 446, 204, 230, 352, 368, 410, 418. Prepracticum field-based experiences are included in 204, 352, and 368.

Music majors may take MUS 361 to replace EDU 130 or 230 and may take MUS 368 to replace EDU 368.

Art majors will take ART 325 to replace EDU 130 or 230 and may take ART 324 to replace EDU 368.

Acceptance to the Teacher Education Practicum

During the second semester of the junior year, a student must file a completed application with the Department of Education. Forms may be obtained at the Student-Teaching meeting in March. All full-time members of the Department of Education will review a student's record according to the following criteria, and after reviewing all the data will reach a consensus regarding the candidate's acceptance into the Teacher Education Practicum.

Criteria for Acceptance into the Teacher Education Practicum

1. A student must have a minimum cumulative grade average of 2.5 at the end of the junior year in order to do student teaching in her senior year.
2. A student must meet the requirements of course work, field experiences, and competencies specified by the education department. Each student must maintain a minimum of C in required Education courses.
3. Each student planning to student teach must have the recommendation of her department and be on the Emmanuel campus at least one semester of her junior year.
4. In the second semester of the junior year, a prospective teacher is evaluated through a personal interview on qualifications other than academic ability and achievement.

130. Curriculum Development in Elementary Education

This course is an investigation into curriculum theory and design, placing curriculum development and implementation within the historical perspective of such early contributors as Bobbitt, Rugg and Tyler. Models of curriculum design systems appropriate to elementary education will be examined. Three observational visits to public and private schools are required. Content areas of Art and Music will be incorporated within the framework of the course.

Full course first semester.

140. * Education and the Liberal Arts Tradition

A study of the fundamental western concept of the educated person in its basic variations from its origin with the Greeks to the creative ambiguities of modern day.

Tobin

Full course first semester.

204. Educational Psychology

A study of child growth and adolescent development, of learning theory and its application to classroom management, and measurement theory and techniques. Papers emphasize integration of theory and practice. Prepracticum field experience required.

Zelman

Full course either semester.

230. Curriculum Development in Secondary Schools

An examination of curriculum theory and design as they relate to the secondary school curriculum, placing curriculum development and implementation within the historical perspective of such early contributors as Bobbitt, Rugg and Tyler. A study of recent trends that affect the secondary curriculum will be investigated. Three observational visits to public and private schools are required.

Tobin

Full course second semester.

250. * Reading In the Elementary Schools

After examining the implications of reading research on preschool, kindergarten, and primary reading, this course focuses on the psychology of reading, concept development, cognitive learning climates and the influences of linguistics on the reading process. This course also explores the theoretical bases and practical application of various approaches to beginning reading. This exploration is followed by a careful consideration of the components of a comprehensive elementary reading curriculum. Prepracticum field experience required.

Tobin

Full course second semester.

300. ** Methods and Materials of Health Education In the Elementary School, K-8

This course will look at methods for teaching health—including direct, integrated, correlated and incidental. We will look at elementary health programs that include units on emotional health, nutrition, alcohol and drugs, fire safety, and body awareness. Successful programs such as THE SCHOOL HEALTH CURRICULUM PROJECT will be discussed and critiqued. Students will also learn how to utilize the many health education materials available through the community, voluntary, commercial and governmental agencies.

*Not offered 1985-1986.

**Offered as needed.

352.* Reading in the Content Areas

Once the implications of content area reading research have been considered, this course focuses on the various theories of teaching reading and study skills in the content area at the secondary level. The course then becomes highly individualized with each student researching the literature to determine how to convert theory into methodology appropriate for the teaching of concept development, comprehension skills, and vocabulary development in the specific content area. Prepracticum field experience required.

Tobin

Full course first semester.

355. Working with Exceptional Children

Discussion of general assessment and teaching strategies for children with moderate special needs. Includes consideration of the changing roles of regular and special education teachers and specialists, and changing curriculum trends.

Zelman

Full course second semester.

356.* Curricular Prescriptions for Working with Children with Special Needs

This course will include the selection, adaptation and design of curricular material in areas of language, reading, arithmetic, and social behavior for individualized educational plans.

Full course second semester.

357.* Special Needs Assessment and Diagnosis

This course will include consideration of general measurement principles, as well as formal and informal assessment techniques in the areas of language, reading, arithmetic, and intellectual and social behavior.

Full course second semester.

363.* Methods and Materials of Teaching Language Arts—Elementary Level

Principles and practices in the teaching of language arts in the elementary school. Emphasis on linguistic trends in the language arts curriculum. Children's literature is included.

Full course second semester.

365. Methods and Materials of Teaching Mathematics—Elementary Level

Principles and practice in the teaching of elementary school math. Prepracticum field based experience included.

Zelman

Full course second semester.

366.* Methods and Material of Teaching Social Studies, Sciences, Health and Physical Education—Elementary Level

Principles and practice in the teaching of elementary social studies, science and health.

Zelman

Full course first semester.

368. Methods of Teaching In the Content Area

Students will study and demonstrate teaching methods unique to her area of concentration. Questions concerning goals, curriculum, discipline, motivation and instructional methods will be addressed. Prepracticum field experience in a student's area of concentration is required and will be supervised by student's major department.

Zelman

Full course second semester.

410 A and B. Student Teaching Seminar

This seminar investigates theoretical positions about teaching and learning. Works of learning theorists such as Ausubel, Bruner, and Skinner; developmental psychologists such as Hunt, Kohlberg, and Piaget; and philosophers such as Dewey and James will be examined in terms of their contributions to the development of models for teaching. Students will test various models of teaching through micro-teaching, video-taping and critiquing of tape. The course will also examine representative learning theories, developmental, psychological, and educational philosophies as they relate to models of teaching.

Tobin

Full course first semester.

418 A and B. Observation and Student Teaching Practicum

Supervised teaching in elementary or junior and senior high school classes provides the opportunity for experience in all phases of a teacher's responsibilities and for the development of a working point-of-view in the field of education. The student teaching experience will extend over a full semester. 8 credits.

McKay

Double course first semester.

446. Sociological Foundations of Education**

A study of how social forces affect education and how education affects social forces. Topics include the school as a socializing and selecting agent, socialization in the school social system, metropolitanization and the schools, contestants for control, and techniques for promoting changes within schools.

Full course second semester.

*Not offered 1985-1986.

**Offered as needed.

453.* Practicum for Working with Special Needs Children

180 hours of supervised student teaching of children having moderate special needs. Attendance at a weekly seminar dealing with issues of instruction is required.

Full course second semester.

497-498. Directed Study

In lieu of a formal course, qualified upper class students may, with the approval of the department substitute an intensive program of reading under the direction of a member of the department.

Zelman, member

Full course each semester.

Special Program in Elementary School Teacher Education

College graduates may apply for admission to this special program in teacher education. For admission to the program, the applicant must submit transcripts to the Education Department, and be evaluated by the department according to the competencies as specified by the Massachusetts State Department of Education. The candidate may require additional courses in light of college policy and State Certification Requirements.

510A & B Student Teaching Internship Seminar.
Full course, fall semester. 4 credits.

518A & B Observation and Student Teaching Internship. Double course, fall semester. 8 credits.

American Field Studies Program

During the academic year and in the summer, Emmanuel College offers a series of graduate courses in conjunction with American Field Studies. These courses are organized and administered by AFS. Course outlines, instructors, itineraries, objectives and requirements are approved by the Academic Dean in accordance with college requirements.

The Emmanuel College Education Department Advisory Council

The purpose of the Advisory Council is to help broaden the scope of the teacher-education program, allowing the department to reflect with other professionals in education, principals and teachers, on the quality of the training it provides so as to assure that the department offers to its students a program of the highest quality.

Members of the Advisory Council

Sister Sheila Callaghan, S.N.D., Principal, St. Joseph School, Somerville, MA

Dr. Mary T. Connolly, Principal, William H. Ohrenberger School, West Roxbury, MA

Michael Contompasis, Headmaster, Boston Latin School, Boston, MA

Sister Margaret Crosby, S.N.D., Educational Development Team, Archdiocese of Boston, Department of Education

Mr. Larry Davidson, Principal, Phoenix School
James M. Farr, Headmaster, Belmont Day School, Belmont, MA

Sister Dolores Harrall, S.N.D., Director of Guidance, St. Francis deSales School, Roxbury, MA

Rev. Barton Harris, Principal, St. Francis deSales School, Roxbury, MA

George Hermiston, Principal, Farragut School, Boston, MA

Mrs. Frances Irvine, Head, Ecole Bilingue, Arlington, MA

Sr. Florence Leising, S.S.N.D., Principal, Mission Grammar School, Roxbury, MA

Sr. Eileen Shea, S.S.N.D., Principal, Mission High School, Roxbury, MA

M. Gregory Toupousiz, Principal, Jackson-Mann School, Allston, MA

Mary Waters, Teacher, Belmont Day School, Belmont, MA

Educational and Pastoral Ministry

Sister Claudia Blanchette, S.N.D., Ph.D., *Chair*
 Reverend Richard J. Beauchesne, O.M.I., Ph.D.
 John B. Cusack, Ph.D.
 Mary Ann Fay, Ph.D.
 Britta Fischer, Ph.D.
 Reverend Richard L. Fleck, O.P., D. Min.
 Sister Jeanne Gallo, S.N.D., M.S., Cand. Ph.D.
 Stanley M. Grabowski, Ph.D.
 Margaret D. Hutt, Th.M., Cand. Th.D.
 Sister Patricia Johnson, S.N.D., M.Div.
 Claire Larracey Lang, Ph.D.
 Honor E. McClellan, Ph.D.
 Sister Rea McDonnell, S.S.N.D., Ph.D.
 Sister Marie Augusta Neal, S.N.D., Ph.D.
 Barbara A. Radtke, M.A., Cand. Ph.D.
 L. Lori M. Routhier, M.A.
 Jacqueline Samson, Ph.D.
 Michael St. Clair, Ph.D.
 Thomas F. Wall, Ph.D.
 Wendy M. Wright, Ph.D.

All courses give three graduate credits unless otherwise indicated. To be offered, courses must meet the minimum student enrollment set by the college.

Pastoral Care and Counseling; Human Development; Psychology for Ministry

718. Introduction to Pastoral Care and Counseling

An overview of the helping process within the context of the Christian community; study of various settings and specific skills for ministry and counseling. Emphasis is placed upon different areas of possible crisis, especially the grief process, and resources for responding are considered. Theological reflection, role playing, videotaping, peer counseling and group consultation are employed.
Fay, Johnson, St. Clair
Summer, 1985, 1986; first semester, 1985, 1986

719. Group Process for Pastoral Growth

An experiential course for personal and professional growth which provides an opportunity to participate in processes of group interaction, including giving and receiving feedback as well as sharpening communication skills. Special attention is given

to the application of group processes to pastoral situations.

St. Clair, members

Second semester, 1986, 1987.

721. Social Psychology

Examination of selected aspects of interpersonal behavior including theories of social behavior, socialization, conformity, group decision making, attitude change, altruism, aggression, crowding, friendship formation and maintenance, human sexual interaction, social perception, attribution, intergroup relations, e.g., prejudice, conflict and cooperation, social factors in populations, applications to mental health.

Samson

First semester, 1985, 1986.

724. Human Personality: Psychology for Ministry

Study of personality theories to emphasize the normal personality and adaptive mechanisms and to integrate theological and psychological concepts needed by pastoral counselors, such as notions of soul, salvation and depth counseling.

St. Clair

Second semester, 1986.

725. Human Problems: Psychology for Ministry

Investigation of how the person can become impaired emotionally. This course considers some common forms of mental and emotional distress and makes use of case material applicable to pastoral ministries. The course also considers psychological and sociological causes of stress and deviance in order to help pastoral counselors increase their practical skills.

St. Clair

Summer, 1986; second semester, 1987.

727. The Individual and the Family System

A developmental and systems approach to the family. The course focuses upon the person's growth within the family environment. Various family problems, especially of adolescents, are dealt with from a systems viewpoint and practical methods of pastoral intervention are offered.

St. Clair

First semester, 1986.

728. Sexuality and Marriage

The marriage relationship considered from an emotional, psychological and sexual perspective. The course examines psychosexual and emotional development as these are experienced in healthy and troubled relationships. Specific issues in sexual behavior, problems of conflict and divorce, as well as resources for pastoral intervention, are explored.

St. Clair

Summer, 1985.

729.* The Middle and Later Years

The developmental stages of adulthood and the later years. The course examines emotional, psychological and spiritual issues of each stage and relates these to practical pastoral work. Attention is given to mid-life crises, developmental career issues of women, physical aspects of aging, retirement.

St. Clair

730. Advanced Seminar in Pastoral Ministry and Counseling

An opportunity for advanced students to focus on specialized issues in the integration of theory, ministry and the counseling process. Topics for consideration could include: women in ministry, conflicts between faith and practice, and counseling in non-traditional settings. Students are required to work in a pastoral or clinical setting during or shortly before this course.

Johnson

Second semester, 1986, 1987; summer, 1986.

770. Human Sexuality and Counseling

Consideration of maleness and femaleness and sexual relating from biological, emotional and psychological perspectives. Appropriate pastoral counseling interventions are explored.

McClellan

One credit, second semester, 1987.

772. Final Stages of Life

Examination of the dynamics which operate as death approaches, as well as various modes of support for both the dying person and the family.

St. Clair

One credit, second semester, 1987.

773. Helping Adolescents Grow

Focus upon the dynamics of youth and the caring skills useful in aiding adolescent growth.

Fay

One credit, first semester, 1985.

775A.* EPM Themes: Myth, Fantasy, Dreams

Theoretical as well as practical consideration of some of the fundamental processes operating at the core of the person. The emotional, religious and psychological dimensions of these depth-processes are demonstrated by means of guided fantasies and exercises of the active imagination.

St. Clair

One credit.

775C.* EPM Themes: Special Issues in Pastoral Ministries

Pastoral persons, whatever their ministries, seek to be compassionately present to people in crisis. Such presence necessitates a willingness to reckon with the dynamics and risks entailed in personal growth and with vulnerability when ministering to others. Through reflection upon pastoral

needs, qualities and encounters, this course will enable participants to experience collegial support and a deepening of personal relationship with God.

Fleck

One credit.

777. Spirituality and Identity

Exploration of the meaning of religious experience as integral to the journey toward identity. The tradition of the church, the place of community and the role of the spiritual director are considered.

Fay

One credit, first semester, 1986.

781.* Women in the 80's

Exploration of the psychology of women in the cultural context of this decade. The course considers such topics as women's roles, traditional and otherwise; socio-cultural forces shaping who women are; the growth dynamics of personal choice.

Fay

One credit.

790E. Summer Session Institute:

The Gospel Agenda in Global Perspective.

Details available upon request.

One credit, summer, 1985.

790E. Summer Session Institute:

Experiencing the Human Journal Through Journal Writing.

Details available upon request.

One credit, summer, 1985.

Focus on Religious Education

745. Contemporary Models for Educational Ministry

Study of major theories of religious education in the context of the contemporary Christian churches. These will include theories of James Michael Lee, John Westerhoff, Maria Harris, Gabriel Moran and Tom Groome. Emphasis will be placed on the movement of professionalization and its significance for parish coordinators and directors and on application of theory to liturgical spirituality and planning and to action for justice in the work of catechists, DRE's and educators.

Members

Summer, 1986.

*Not offered 1985-1986, 1986-1987.

746. Religious Education and Action for Justice

Religious education approached as education for social justice. Within a biblical context, the course explores links between faith and justice, the call to action, the challenges Christians face in terms of the Gospel mandate to act justly, methods of social justice education. The course also includes reflection on one's spirituality and examines Church documents, various resources, media and programs for social justice.

Routhier

Summer, 1985.

748. Advanced Studies in Religious Education

Seminar or directed study encouraging research in selected areas of religious education and the application of that research to problems of social justice confronting the contemporary Christian community.

Members

Offered any semester.

775E. EPM Themes: Educational Ministry with Adults

Adult religious education geared toward helping individuals understand and translate into daily living, the roles and functions of Christian adulthood. Particular emphasis is placed on current issues and problems.

Grabowski

One credit, second semester, 1986.

Practicum and Individualized Study

738-739. Practicum

An experiential program closely related to each student's field of concentration, background and goals: in religious education, action and reflection upon issues of justice through participation in groups seeking to transform oppressive social structures; in pastoral ministry or pastoral counseling, participation in ministries and counseling situations under supervisors who approach human growth and human crisis in their social as well as in their intrapsychic contexts. An instructor of the college coordinates the program and a qualified professional supervises the student.

St. Clair, Johnson

Offered any semester.

758. Practicum

A program of Clinical Pastoral Education arranged through the Urban Pastoral Education Programs. The Director advises the student and the Coordinator of Urban Programs provides for supervision. The student earns graduate credit from Emmanuel College and, when the program is accredited by the Association for Clinical Pastoral Education, also earns a certified units of CPE. (See description of Urban Pastoral Education programs.) Students may choose settings for Clinical Pastoral Education other than the Urban Pastoral Education Programs.

Johnson

Six credits, offered any semester.

740. Practicum in Hospital Ministry

This practicum, offered for the six-week summer session in cooperation with the New England Rehabilitation Hospital in Woburn, MA, is designed to give students pastoral experience in a hospital setting and some pastoral counseling skills. Details available upon request.

NERH Chaplains

Summer, 1985, 1986.

747.* Independent Study

Academic work approved and evaluated by an instructor of the college who also acts as consultant to the student.

Members

Offered any semester.

757.* Directed Study

Academic work directed by an instructor of the college in frequent (at least weekly) meetings with the student.

Members

Offered any semester.

759. Thesis Direction**

A documented research paper, developed under the guidance of a member of the faculty, which includes both theoretical and practical aspects of an area of educational and pastoral ministry or pastoral counseling.

Members

Six credits, normally over two semesters.

774.* Directed Study

Academic work directed by an instructor of the college in frequent meetings with the student. (one credit)

Members of the faculty

One Credit, offered any semester.

* A maximum of six credits in directed and/or independent study is permitted in a degree or certificate program.

** Six credits of thesis direction may be chosen with the approval of the Director who, in consultation with the student and appropriate faculty members, decides which requirements the thesis may replace.

Theology...

711. Revelation and Faith: The Humanizing Presence of God

Reflection upon the Christian experience of faith through an anthropological study of God. The course approaches God's revelation as liberating the entire human reality—personal, social, cultural, religious and political—and concomitantly the course attempts to establish dialogue with world religions. Special attention is given to the methodological problem of studying religion within the Christian tradition, the crisis of religious language today, the use of myths and creedal formulas to express God's mystery, and the limitations of culture.

Radtke

First semester, 1985, 1986.

712. Church: A Prophetic Community

Church seen as part of God's liberating mission to the world in the light of scripture, tradition and contemporary praxis. This study focuses upon interaction between the prophetic and communal dimensions of the Church which identify with the oppressed, denounce social injustice, announce and celebrate the good news of liberation.

Radtke

Second semester, 1986; summer, 1986.

713. Christian Worship

Worship approached through basic personal and communal experiences as these disclose Christian experience; this process leading to sacramental or symbolic expression in community celebration. Worship is seen as an expression of the entire Christian life, including commitment to the transformation of society where God's liberating grace through Jesus Christ is at work. Myths and rituals as well as Reconciliation and Eucharist receive special emphasis.

Beauchesne

First semester, 1985; second semester, 1987.

715. Christ and Human Liberation

Christian commitment to human liberation as the point of departure for a Christological reflection today. The course identifies conflicting world views of oppressors and the oppressed, and, in the light of this conflict, re-interprets traditional Christologies: the meaning of the personhood of Christ, his freedom, life, death, resurrection and mission.

Radtke

Summer, 1985; second semester, 1987.

769B. Theological Themes: Mission and Ministry

This course examines thoroughly the biblical roots of mission and ministry, surveys historical developments through the centuries, and focuses not only on ministry today but ministry in the future.

McDonnell

First semester, 1985.

769C. Theological Themes: Suffering and Death—Is God an Excuse or an Answer?

Reflecting on suffering and death in the light of the cross and resurrection, we attempt to move away from the concept of God-the-Oppressor who causes human suffering and to move toward an understanding of God-the-Oppressed who has experienced human suffering through Jesus and who, in that experience, has discovered power over suffering and death.

Beauchesne

One credit.

775D. EPM Themes: Spirituality of Family

Exploration of values cultivated in a family setting (e.g., providing, nurturing, attentiveness to material well-being) in the context of the spirituality of radical detachment and ascetic vision found both in the New Testament and the Christian contemplative tradition. Special attention is given to the roles women and men play in the family (spouse, parent, friend), Christian teachings on friendship, and the relationship of the family to the wider world. The course addresses questions such as: Is there a distinctive spirituality of family? How does it differ or conform to the more normative tradition of Christian spirituality? How does one expand the spirituality of family and understand it in a global setting?

Wright

One credit, second semester, 1986.

Scripture

703. Scripture and Ministry: The Hebrew Traditions

Introduction to the Hebrew Scriptures: the literary, political and theological history of Israel, from the establishment of the Covenant to the second century, B.C.E. Exegesis and application of the material to issues of contemporary social justice are emphasized.

Hutaff

First semester, summer 1986.

704. Scripture and Ministry: Early Christian Writings

Introduction to the New Testament and other early Christian writings, exploring the literature, history and theologies of the early Christian communities. Emphasis is placed on the development of exegetical skills and their application to problems of social justice confronting the contemporary Christian community.

McDonnell, Hutaff

Summer, 1985; second semester, 1986, 1987.

***In addition to the graduate courses listed here, courses given by the Undergraduate Department of Theological Studies are open to EPM students for graduate credit. (See pages 110-115 for details.)

706. Biblical Spirituality

Focus upon the relationship of biblical women and men with God, noting the movement of the Spirit in their lives and in their communities. Besides lectures, an experiential format includes personal scriptural prayer, faith-sharing, development of the action/contemplation dynamic and corporate response and responsibility.

McDonnell

Summer, 1986.

707. Advanced Studies in Scripture and Ministry

Seminar or directed study encouraging research in selected scriptural areas and their application to issues of contemporary social justice. Prerequisites: courses 703 and 704 or their equivalent.

Members of the faculty.

Offered any semester.

768. Biblical Themes

Seminar using scripture as a basis for prayer, compassion and action for social justice. The format includes the sharing of faith responses to the biblical material, theological reflection on human experience, an action/contemplation dynamic.

McDonnell

One credit, first semester, 1986.

Sociology and Social Ethics

731. Sociology of Religion

Re-examination of the relationship of religion to social structures and social change in the light of the recent societal changes in Latin America, Africa and the United States. The rise of new religions in the 60's and 70's, the emergence of the moral majority in the 80's and liberation theology in traditional church settings will be examined.

Neal

Second semester, 1987.

733. Deviance and Social Control

Development of a distinctly sociological perspective for understanding the process by which some behavior comes to be identified as problematic or deviant. The course compares, analyzes and critiques the moral, psychological and bio-medical models which have been developed as theories for understanding deviance. It seeks to understand the conceptions of deviant or problem behavior which are reflected in the various punitive and therapeutic enterprises which have been established to manage such behavior, including prisons, psychiatric hospitals, social welfare bureaucracies and the therapeutic and counseling professions.

Lang

First semester, 1985, 1986.

734. Christian Ethical Perspectives on Social Issues

Christian ethical response to the following world problems: war and peace, poverty and world hunger, human rights, economic justice, and the role of women in society. A basic objective of this course is to give students tools for doing critical social analysis in order to develop an ethical response to the problems of the 80's and 90's.

Gallo

First semester, 1985, 1986.

735. Race and Ethnic Relations

Analysis of the various theoretical perspectives used to interpret the origin and function of racial, ethnic and religious cleavages in society. Issues such as the psychology of prejudice, the class basis of race relations, cultural determinants of racial and ethnic patterns, the historical experience of different groups and the relevance of race to political systems will be discussed with special attention to Jews, Blacks and American immigrant groups.

Lang

First semester, 1985, 1986.

736. The City

This course studies the historical origins of cities and urban development throughout the world. With Boston as its laboratory, "The City" explores the economic, social, political and technical aspects of a large American metropolitan area. In order to provide a concrete understanding of urban problems and problem-solving strategies, the course will examine the transportation system as an arena of conflict as well as cooperation in the process of creating a more humane environment which meets the needs of people.

Cusack/Fischer

Second semester, 1986.

741. Comparative Cultural Institutions

A comparative study of Eastern and Western societies to determine how work gets done, what ideological differences are operative and how the cultures relate to these factors. China, Japan, South Africa and the USSR are compared with reference to the United States.

Neal

Second semester, 1986.

Medical Ethics

744. Health Care Ethics

In the first part of the course rules, or criteria, for deciding moral issues are formulated, and the nature of moral decision-making is discussed. This is followed by clarification and attempted resolution of some of the moral issues that have accompanied advances in biomedicine. Typical problem areas include fetal and adult experimentation, death, transplants, behavior control, genetic engineering, patients' rights, abortion, and women in medicine. The attempt is made throughout to relate issues to their social and legal dimensions. Issues are discussed independently of any particular religious belief.

Devettere/Wall

Second semester, 1986.

Women's Theological Center

The following courses are available only to persons enrolled in the Women's Theological Center.

650-651. Feminist Theology and Theory Seminar I and II

This seminar is designed to be a critical encounter between the Christian tradition in its biblical, historical and theological dimensions and contemporary feminist theology, feminist theory and women's experience. Its goal is to assist participants in developing a personal frame of reference for their work and ministry.

Seminar I, fall; Seminar II, spring.

652-653. Field-Based Critical Action I and II

Through their involvement in field experience, interaction with supervisors and theological and social analysis with Center staff, participants develop tools and skills for social analysis, critical theological reflection, action for justice and personal empowerment.

Seminar I, fall; Seminar II, spring.

654-655. Feminist Spirituality and Praxis I and II

The course provides opportunity and resources to address some of the issues women encounter in relation to symbol and ritual, personal empowerment in ministry, and developing a spirituality that sustains the work of justice. Attention is given to both academic and relational/reflective resources for integrating the personal and political in ministry and learning.

Seminar I, fall; Seminar II, spring.

English

Mary G. Mason, Ph.D., Chair.

Jerry M. Bernhard, Ph.D.,

Steven F. Bloom, Ph.D.

Sister Ann Marie Daly, M.A.

Sister Raymond Loretta Kelley, M.A.

Mary McCay, Ph.D.

The English department offers the student two Major and two Minor programs of study;

Major Programs

(1) a Literary Program that widely explores English and American literature and develops skills in research and textual analysis; and (2) a Communication Arts Program that combines literary study with courses that introduce the student to professional applications of an English major. During the first two years, both programs require an historical overview of English and American literature. Literature majors focus on selected literary periods and learn to analyze literature in depth. Their course of study concludes in a seminar that encourages active class participation and individual research on major authors. Internships in career-oriented fields are available. Communication Arts students combine five literature courses with courses in communication and journalism. In addition, they take five courses outside the department in such fields as graphic design, computer programming, principles of marketing, management, psychology and the history or politics of media. Their program culminates in a preprofessional internship. (See page 66 for a fuller description of the Communication Arts Program.)

Both programs offer the student a variety of learning environments: lecture and discussion courses, seminars, independent study and/or internships. Both develop research and analytical skills and require practice in critical, expository and/or creative writing.

An Honors Program involving scholarly research under faculty direction is open to all majors with a 3.0 average.

Minor Programs

Two Minors are offered by the department: a Literature minor provides majors in other departments with a minimum yet comprehensive program in English literature; a Communication Arts minor provides a basic background in the field when combined with a major in Art, Business Management, Psychology or other related major. (See page 68.)

A center for writing development located in the Academic Resource Center is directed by the English department and includes a laboratory with composition materials, a workshop program, composition courses, computerized drills and individual tutoring for students.

Required Courses for the Literature Program

10 courses; three semesters of "Readings" in literary periods (201, 223, 237); one semester of Shakespeare (257 or 258); ENG 344 or 352; ENG 374; one seminar. The remaining three courses must be elected from Literature Courses (257 or above). Only one writing course can be counted towards the major.

Required Courses for Interdepartmental or Divisional Concentration

Arranged with the chairperson or adviser according to the student's needs and goals.

Track for Teachers of English

The English major for teachers is designed to train informed teachers of English and American language and literature who can think, speak and write cogently. To this end, the department requires general development of English and American language and literature together with detailed understanding of a literary period, genre and major author. This historical perspective is augmented by training in critical analysis and research techniques. A sequence of courses, lecture-discussion-seminar, increasingly trains the student to think for herself and to rely upon her own analysis and research in evaluating her reading. Students who desire certification as teachers of English must complete the courses listed below.

IDC 101 or 102	Eng 257 or 258
Eng 208 or 212	Eng 344 or 352
Eng 201	Eng 361 or 401
Eng 223	Eng 374
Eng 237	Eng 415
	Eng 391 (at Simmons College)

Suggested sequence of English courses for a major

Freshman

IDC 101 or 102	Composition and Logic
Eng 201	American Literature

Sophomore

Eng 223	Readings I
Eng 237	Readings II
Eng 257	Shakespeare and/or
Eng 258	Shakespeare

Junior or Senior

Eng 344	Creative Imagination
Eng 352	Victorian Literature
Eng 374	19th Century American Literature
Eng 445-446	Seminar
Electives chosen from 257 or above.	

Suggested electives in other departments for an English major: art, economics, history, languages, music, philosophy, political science, psychology, sociology, theology.

Composition Courses

These courses satisfy the composition/logic component of Cognitive Foundations for the Liberal Arts. All students take two semesters of composition unless exempt.

IDC 101. Composition and Logic Component, Level I.

Review the principles of written English with special emphasis on grammatical usage, logic, paragraph organization and writing strategies.

Daly, Members

Full course, either semester.

IDC 102. Composition and Logic Component, Level II.

Practice in writing clear and effective prose, with emphasis on style, organization, and the logical progression of ideas.

Daly, Members

Full course, either semester.

IDC 103. Freshman Writing Seminar

For selected students who have good basic writing skills and are ready to sharpen their prose style through reading and writing on topics that challenge their analytical and critical abilities.

Bernhard

Full course first semester.

Humanities Courses

(Open to students fulfilling the general college requirement in English and as electives to non-majors). Only 201, 223, and 237 may be counted toward the English major.

201. + Readings in American Literature I

A survey of major writers from America's Puritan origins to World War I. It will deal with the influences of Calvinism, nationalism, romanticism, realism, and naturalism on such writers as Bradford, Bradstreet, Jefferson, Franklin, Melville, Hawthorne, Dickinson, Emerson, Thoreau, Douglass, James, Twain, Hemingway, and Wright. Fulfills part of requirement for majors.

McCay

Full course second semester.

205.* + Autobiographical Writing

The study of autobiography from its origins in world literature to its development in English and American fiction and its importance in the 20th century. Particular emphasis on the tradition of women's autobiographies. Writers include Augustine, Rousseau, Virginia Woolf, Lillian Hellman, Dorothy Day and James Baldwin. Written work includes option of writing autobiography.

Mason

Full course second semester.

206.* + Women in American Literature

An investigation of the role of women in the evolution of American society and culture. The course examines both women and men writers to evaluate how gender affects the American experience and the American writer's view of that experience. Writers include Bradstreet, Winthrop, John and Abigail Adams, James, Chopin, Cather, Angelou, and others.

McCay

Full course second semester.

207.* + Crosscurrents in British and American Literature

A study of the fictional, dramatic, satiric and poetic traditions in British and American literature through readings of major writers and their modern counterparts. Includes Sheridan, Shaw, Swift, Huxley, Faulkner, Joyce and T.S. Eliot.

Mason

Full course second semester.

212.* + Love and Romance

A study of love and romance as represented in narrative and dramatic works from the 13th century *Romance of Tristan and Iseult* through the 20th century. Readings will be chosen from among the following authors: Shakespeare, Ibsen, Flaubert, Austen, C. Bronte, D.H. Lawrence, Margaret Atwood, and Alice Walker.

Bernhard

Full course first semester.

215.* + Short Fictions

A semester's intensive reading of outstanding shorter fictions by such 19th and 20th century writers as Tolstoy, Melville, James, Kafka, Mann, Woolf, Chopin, Lessing, Banbara.

Bernhard

Full course first semester.

218.* + Myth, Mystery and Science in America

A study of the way writers' views of America developed into myths about the American character. The course also examines those conflicting elements in the American experience that are pursued by American writers yet always remain essentially mysterious. Writers include Hawthorne, Poe, Twain, Miller, Ellison, and Walker.

McCay

Full course first semester.

222.* + Studies in Drama Through the Ages

Reading and analysis of dramatic literature from the classical period to the modern era. The playwrights considered include Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, Shaw, O'Neill, Albee, and Pinter.

Bloom

Full course first semester.

Not offered 1985-1986

223.* + Readings in English Literature I

A study of the narrative and poetic works of English literature from the Medieval period through the Renaissance. Close reading of selected major writers. Fulfills part of requirement for majors. Chaucer, Shakespeare, Spenser, Donne, and Milton are among those read.

Mason

Full course first semester.

237.* + Readings in English Literature II

A study of major narrative, dramatic and poetic works from the Restoration through the 19th century. Fulfills part of requirements for majors. Among the authors read are Swift, Goldsmith, Johnson, Austen, Blake, Wordsworth and Shaw. Prerequisite: ENG 223 preferred.

Bernhard

Full course second semester.

352.* Major Victorian Writers

Important themes studied through major Victorian poets, novelists, prose writers and dramatists. Authors include Carlyle, Arnold, Dickens, the Brownings, George Eliot, Wilde and Shaw.

Mason

Full course second semester.

361. The English Novel

Analysis of major English fiction from the 18th century to the present with particular emphasis on how the genre gives narrative shape to such human issues as education, courtship and marriage, and survival. Novelists include Richardson, Fielding, Austen, Bronte, Dickens, Eliot, Hardy.

Bernhard

Full course first semester.

374.° Nineteenth Century American Literature

A survey of various movements in American literature in the 19th century, the course will examine the Transcendentalists, the Romantics, the rise of realism, and will analyze the development of a national literary voice. Readings will include Emerson, Thoreau, Fuller, Melville, Hawthorne, Alcott, James, Twain, Wharton, Crane, Norris, Douglass, Washington, and others.

McCay

Full course first semester.

Literature Courses

(Open to students who have fulfilled the general college requirement in English)

257. Shakespeare: Comedies and Romances

An introduction to Shakespeare's comedies and romances focusing on the modes of characterization, the use of dramatic convention, and the development of major themes.

Bernhard

Full course first semester.

258. Shakespeare: Tragedies and Histories

An introduction to Shakespeare's tragedies and history plays with emphasis on the development of major themes, characterization, and dramatic technique.

Bernhard

Full course second semester.

340.° The Modern Political Novel

A study of the relationship of politics and fiction, focusing on the novelist's response to such major political movements of the 20th century as imperialism, colonialism, Marxism. The course will study the effect of these movements on the human relationships traditionally portrayed in fiction. Novelists include Conrad, Forster, Orwell, Doctorow, and Naipaul.

Bernhard

Full course second semester.

344.* Creative Imagination

The study of some important writers and their intellectual milieu at the end of the 18th century and the beginning of the 19th century in order to understand the concept of the creative imagination or Romanticism and to contrast the dominant male tradition in literature with the separate tradition that was developed by women. Writers include Blake, Wordsworth, P.B. Shelley, Mary Shelley, Keats, Emily Bronte.

Mason

Full course second semester.

401.° Modern Drama

Reading and analysis of selected plays by European, British, and American dramatists of the twentieth century, with close attention to the evolving methods and sensibilities that have come to be called "modernism". Writers include Ibsen, Chekhov, Shaw, Brecht, Sartre, Beckett, O'Neill, Miller, and others.

Bloom

Full course first semester.

402.* Modern Anglo-Irish Literature

Critical reading and analysis of works of the major poets, dramatists, and fiction writers in the cultural, social, and aesthetic contexts of the Irish Renaissance. Includes Yeats, Joyce, Synge, O'Casey, O'Connor, O'Faolain, Lavin.

Mason

Full course second semester.

410.° Modern American Writers

A study of Post World War I American writers. The course examines the five decades following the war and evaluates representative writers' critiques of the major events of those decades. Writers include Fitzgerald, Hemingway, Wright, Faulkner, Mailer, Nabokov, Porter, McCullers, and O'Brien.

McCay

Full course second semester.

418.*° Women and Literature

A study of some important fictional and poetic works of major modern English and American women writers with emphasis on important themes in women's literature and in the development of the modern heroine.

Mason

Full course first semester.

445-446. Seminar: Major Authors

One or two authors studied each spring semester with a different member of the department. Open to second semester juniors and seniors. Fulfills part of requirement for majors.

Bloom

Full course second semester.

490-491. Internship

The primary purpose of the internship is to gain practical and professional training and experience in such fields as journalism, broadcasting, advertising, publishing, public relations, education and corporate, political or governmental communications. Students will work 15-16 hours per week at their placement, and will meet bi-weekly with the internship director in the English department. Students will also maintain a journal concerning their work and submit a final paper. Open to first semester seniors and second semester juniors only.

Members of the department

Full course either semester.

493-494. Independent Study

Members of the department

Full course each semester.

497-498. Directed Study

Guided reading and discussion of a period, genre, or theme in literature. A paper will be required.

Members of the department

Full course each semester.

Communication and Writing Courses

190.*Introduction to Communication Arts

A general introduction to the communication field. Study of the history, process, and skills of communication with emphasis on the effects of print and electronic media on contemporary society. Specific topics include: non-verbal communication, journalism, advertising, and popular entertainment. Films and videotapes will supplement lecture and discussion. Additional emphasis on students' writing skills.

Bloom

Full course first semester.

235. Journalism I: Fundamentals of Journalism

An introduction to print and broadcast journalism, with emphasis on the basics of good news reporting and writing, including developing news resources, interviewing, determining newsworthiness, writing leads, writing headlines, developing ideas within concise story structures, copyediting, proofreading, and improving writing style. Students will work on layout of a small newspaper, and will gain some practice in newscasting on videotape.

Bloom/McCay

Full course first semester.

236. Journalism II: Magazine Journalism

A workshop in which the student will develop and practice skills in writing effective non-fiction prose suitable for publication in magazines. Different types of articles will include: the interview, the feature article, the critical review, video-and/or photo-journalism, the New Journalism. Students will read selected works and will write their own original articles, which will be discussed in class. Prerequisites: ENG 235 or permission of instructor.

Bloom, McCay

Full course second semester.

303. Media Criticism

A study of the form and content of the contemporary media. The students will apply critical skills developed in literary study to creative works in film and television, advertising campaigns, video, and other media. Readings will include works by film and other media critics. Lectures and discussion will often focus on films and videotapes shown in class. (Open to juniors and seniors only).

376.* Creative Writing

Study of the techniques of writing poetry, prose poetry, and/or fiction, through weekly writing assignments. Writing focus to be determined by instructor.

Full course second semester.

Communication Arts Program

The Communication Arts Program introduces the student to professional applications of an English Major through an interdisciplinary approach that emphasizes analytical skills and writing in combination with courses in either business management or the visual arts. The Communication Arts Program consists of four components:

- I. The English component provides the historical and critical knowledge of American and English literature necessary for an intelligent approach to contemporary culture. It offers training in journalism as well as opportunities for professional experience through working internship in the Boston area.
- II. The study of the history or politics of the media familiarizes students with the important issues concerning the social impact of communications.
- III. An introduction to computer programming enables the student to begin to develop computer literacy, essential in the evolving technologically-based communications environment.

- IV. A sequence of courses in either business management or art provides a more specialized direction to the study of communications. Courses in the Art Department focus on graphic design and help the student develop an historical and practical understanding of visual communication, central to working with today's pervasive visually-oriented media. As an alternative to the art sequence, the student may choose courses in the Business Management Department. These courses will introduce her to principles of finance, management, and marketing—an invaluable background for careers in many information-based professional settings.

This combination of courses in a variety of disciplines is designed to develop an understanding of the many facets of communications and an awareness of the career opportunities available in this broad field.

Program Requirements

- I. *English* (10 courses)
 - 190 Introduction to Communication Arts
 - 235, 236 Journalism I and II
 - 201, 223, 237 (any two) Readings Eng/Am Lit.
 - 257 or 258 Shakespeare
 - 415 Theories of Criticism
 - Two Literature Electives, 257 or above
 - 490 Internship in Communications
- II. *History or Political Science* (1 course)
 - HST 375 Media in the Twentieth Century
 - PSC 255 Politics and the Media
- III. *Physics* (1 course)
 - A Computer Course
- IV. *Art* (3 courses)
 - 115 Basic Drawing
 - 209 Design and Composition I
 - 140 Graphic Design (Prerequisite: 115, 209 or permission of instructor)

or

 - Business Management* (3 courses)
 - 225 Financial Accounting
 - 340 Principles of Marketing
 - 290 Management Psychology
- V. Students are strongly encouraged to take a course in Modern Art (ART 392 or its equivalent) and Principles of Economics (BSM 101) to fulfill the Art and Social Science requirements respectively. BSM 101 should be taken in the Freshman year.

Recommended Electives:

ENG 376 Creative Writing
 ENG 491 Internship II
 DRA 101 Dynamics of Speech Communication
 Courses in history, political science, sociology and psychology.

Suggested Sequence of Courses for Communication Arts

First Year

IDC 101 or 102 Composition and Logic
 190 Introduction to Communication Arts
 115 Basic Drawing or
 101 Principles of Economics or
 201 Readings in American Literature or
 237 Readings in English II

Second Year

223 Readings in English I or
 237 Readings in English II
 257 Shakespeare
 258 Shakespeare
 235 Journalism I
 236 Journalism II
 209 Design and Composition or
 225 Financial Accounting
 140 Graphic Design

Third Year

104 Computer Programming
 375 Media in the Twentieth Century or
 255 Politics and the Media
 415 Theories of Criticism
 490 Internship in Communication
 340 Principles of Marketing

Fourth Year

392 Modern Art
 491 Internship in Communication II
 (recommended)
 290 Management Psychology

Minor Programs

English/Literature

A program of five to six literature courses for students whose major is other than English:

Two "Readings" courses chosen from the following—

ENG 201 Readings in American Literature
 ENG 223 Readings in English Literature I
 ENG 237 Readings in English Literature II

One Shakespeare course chosen from the following—

ENG 257 Comedies and Romances
 ENG 258 Histories and Tragedies

One 19th Century English Literature course chosen from the following—

ENG 344 The Creative Imagination
 ENG 352 Victorian Readings

One 19th Century American Literature Course—
 ENG 374 19th Century American Literature

One elective from courses 257 or over.

English/Communication Arts

A program of five to six courses for students who wish to minor in English with a focus on communications:

ENG 190 Introduction to Communications Arts

ENG 235 and 236 Fundamentals of Journalism and Magazine Journalism

Two Reading courses chosen from the following—

ENG 201 Readings in American Literature

ENG 223 Readings in English Literature I

ENG 237 Readings in English Literature II

ENG 490 An optional internship

Foreign Languages

Sister Flavia Caliri, Ph.D., *Chair*

Sister Nobuko Iwata, M.A.

Sister Barbara-Jean Kubik, M.A.

Pilar Latorre, Lic. Fil., M.A.

Donna Leuzzi, B.A., M.A.

Sister Lillian Morris, Ph.D.

Sister Grace Pizzimenti, Ph.D.

Albert Salek, Ph.D.

‡Sister Anne Stevenson, Ph.D.

The department of foreign languages offers major concentration in French, German, Italian and Spanish. Introductory language courses may be included among the 10 courses required.

Foreign languages also offers the option of a Major in Foreign Languages, requiring 16 courses taken in any two languages (8 in one and 6 in the other with the choice of the remaining 2 in either one or the other). There is the possibility as well of a double major for students demonstrating excellence in language competency.

Students wishing a language minor may take a minimum of 6 courses in any given language, the sequence of these courses to be determined by consultation with language department advisors.

Language majors are also given the opportunity of study abroad in the principal European universities for one semester and/or for summer courses.

Language laboratory facilities are available so that students may develop oral and aural command of language skills.

Students who wish to apply for secondary school teaching certification in Massachusetts should consult the chairs of the Foreign Languages and Education departments for required courses.

Foreign Language

101-102. * English as a Second Language

A course for students who have English as a second language. The course aims to strengthen the four language skills: listening, speaking, reading, writing with emphasis on reading college texts and writing papers.

ARC

Full course each semester.

‡Leave of absence.

280. + Romanticism in Europe: Seminar

Designed to enrich the student's perspective of the cultural and social impact of the Romantic Movement in Europe, this course explores the affinities and diversities of major Romantic writers in the literatures of France, Germany, Italy and Spain. Although conducted in English, language majors must read required works in the language of their concentration. Works in translation will be accepted in the other literatures. Open to non-language majors.

Department

Full course second semester, 1986.

French

Through the concentration in French, the student is brought into contact with modes of expression, thought processes and literary masterpieces emanating from the riches of a culture very different from her own. Appreciation of these inherent differences is fostered by a study of language, civilization and literature. The French major receives, besides basic language courses, a thorough background in the culture, literature, literary movements and major writers of France.

Required Courses for Concentration

219, 221, 222, 321, 322, 354 or 372; two of the following: 203, 309, 340; and two additional courses.

Foreign Study

Upon recommendation of the department and with the consent of the Academic Dean, second semester of the junior year may be spent at the Sorbonne. Arrangement for such study must be completed by November 1 of the junior year.

Language and Civilization**145-146. + Beginning French**

An introduction to the phonological and structural aspects of the French language, with special emphasis on the development of understanding, speaking, reading and writing. Simple readings in French.

Kubik

Full course each semester.

155-156. + Ideas and Culture Through Language

Development of ease and facility in aural and written comprehension of French; special stress on reading the foreign idiom in a cultural, literary and philosophical context. Conducted in English.

Salek

Full course each semester.

203. + Language Study

Phonetics and diction; continued emphasis on oral and written practice in the contemporary French idiom through discussions and reports.

Full course each semester.

205-206. + Intermediate French

Development of ease and facility in oral and written expression in French through the study of selected contemporary texts; special stress on grammatical correctness.

Salek

Full course each semester, 1986-1987.

207-208. + French for Careers

An intermediate level course designed for students who wish to study French with the intention of acquiring working familiarity and knowledge of basic French idioms and terminology in the field of business careers (economy, industry, commerce, banking, marketing, insurance, foreign trade, advertising media, international relations, etc.). The course will also dwell on a better understanding of the French mentality, social structures, culture and the predominant politico-philosophical issues that affect French economic policies in France and abroad.

Salek

Full course each semester, 1985-1986.

210. Cultural Perspectives

A study of documentary and literary materials to determine aspects of the French past which have helped shape modern France; individual research and reports.

Kubik

Full course first semester, 1986.

219. + Introduction to Literary Language

A course aimed at providing the student with the necessary tools for literary analysis by emphasizing literary terminology and the basic elements of literary creativity. Students will have the opportunity to practice analytical techniques in both oral and written French.

Kubik

Full course first semester, 1986, 1987.

309. + Stylistics

A study of various modes of expression; translation into French of literary texts; oral and written composition combined with reports and discussions.

Salek

Full course first semester, 1986.

340. Advanced Composition and Conversation

An advanced course in conversation and oral and written composition. Discussions and debates will be based on topics covered in current French periodicals. Emphasis will be given to developing effective ways to convince, to express disagreement, and to raise questions.

Kubik

Full course second semester.

355.* French Linguistics

Brief history of the evolution of the French language; applied structural linguistics and their relevance to language teaching methodology.

Full course second semester.

402. Internship in a Professional Setting

Salek

Full course each semester.

Literature

221.* French Literature from Origins to End of Renaissance

Readings in modern French, of early texts in the various genres: epic and lyric poetry; religious and profane drama; the *roman courtois et populaire*; the *fabliaux*; their evolution through the 16th century. Renaissance literature with stress on Rabelais, the *Pleiade*, Du Bellay, Ronsard, Montaigne.

Kubik

Full course second semester, 1986, 1987.

222. Readings in 17th Century Literature

Evolution of classical literature with emphasis on Malherbe, Corneille, Descartes, Boileau, Moliere, Racine, La Fontaine, La Bruyere, Bossuet, Mme. de Sevigne.

Kubik

Full course first semester, 1986.

320.* The Development of the Novel in France

An analysis of the novel in its various forms from its earliest mode in the medieval period to its most recent development in the twentieth century: the controversial *nouveau roman*. Reading list varies at the discretion of the instructor.

Full course second semester.

321. Readings in 18th Century Literature

Study of the transition from classicism to neoclassicism through the texts of Montesquieu, Marivaux, Voltaire, Diderot, the *Encyclopedie*, Beaumarchais to pre-romanticism of Rousseau and Bernardin de Saint-Pierre. Three hours lecture, two hours *explication de texte*.

Salek

Full course second semester, 1985.

322. Readings in 19th Century Literature

Reactionary literary movements traced through the works of representative authors from romanticism through realism to naturalism in prose and drama; from romanticism through realism, impressionism to symbolism in poetry.

Salek

Full course first semester, 1986.

332. Contemporary French Theater

Trends in contemporary French drama: symbolism; the use of the myth; the influence of existentialism; the theater of the absurd as seen in the plays of Claudel, Giraudoux, Cocteau, Anouilh, Camus, Sartre, Ayme, Romain, Ionesco, Beckett, Adamov.

Full course second semester, 1987.

354. 20th Century French Thought

Intensive course with reading and discussion of works characteristic of the various "isms" of the 20th century doctrines and ideas: gicism, bergsonism, unanimism, surrealism, syncretism, socialism, existentialism, humanism. Three hours lecture, two hours *explication de texte*.

Salek

Full course second semester, 1987.

372. Women in French Literature

Place and role of women treated in an historical perspective with emphasis on the contemporary period, examining the emergence of women in all dimensions that touch upon her status in present-day society.

Salek

Full course second semester.

376. Senior Seminar

In-depth study of one author chosen by the participants.

Full course second semester, 1987.

409-410. Directed Study

Members of the department

Full course each semester, 1987.

German

Required Courses for Concentration in German

256, 280, 325, 343, and six other courses

Foreign Study

Upon recommendation of the department and with the consent of the Academic Dean, one or both semesters of the junior year may be spent in Germany. Arrangements for such study must be completed by April of the sophomore year.

153-154. + Oral and Written German I

The audio-lingual approach is stressed. One hour weekly of language laboratory required.

Morris

Full course each semester.

253. + Oral and Written German II

Continued insistence on the audio-lingual approach with extensive and intensive oral and written exercises. One hour weekly of language laboratory required.

Morris

Full course first semester.

256. + Composition and Conversation I

Oral and written exercises in translation from English to German together with free composition. Extensive use of actual conversation to develop proficiency in the language. One hour weekly of language laboratory.

Morris

Full course second semester.

280.° Culture and Society of Modern Germany

The course examines the social context of Germany's major contributions—both positive and negative—to the human experience. Among these are in religion: the Reformation; in music: the concentration of genius and innovation exemplified by Bach, Mozart and Beethoven; in painting and architecture: the Expressionists and the Bauhaus School; in science: Einstein and Planck; in literature: Thomas Mann and Bertolt Brecht; in the social sciences: Marx, Nietzsche, Weber and Freud; in politics: Social Democracy, Facism, and the division into two Germanies since World War II. Parallels will be drawn, where appropriate, with the tradition and development of other European societies. In addition to lectures and readings in English, students of German will have readings and separate discussion in German.

Fischer

Full course first semester, 1986.

315. The Poetry of German

A study of German poetry from the Hildebrandslied to the present, including the development of the metrical structure.

Morris

Full course first semester.

325.* Survey of the Principal German Literature

A brief survey of German literature from its origins to the present in its historical, social, intellectual and political context. A major work from each period will be required reading.

Full course second semester, 1988.

333.*° Modern German Authors in Translation

Included are the major works of Thomas Mann, Hesse, Kafka, Brecht and Boll. The writing will be discussed in the light of their contribution to 20th century literature and intellectual history. Given in English. Open to all students.

Full course first semester.

334.° Postwar German Literature in Translation

This course covers Zweig, Frisch, Durrenmatt, Kaiser, Remarque, Junger, Weiss and Grass. Given in English. Open to all students.

Full course second semester.

343. German Baroque Literature

Poetry, drama, and epic writing in 17th and 18th century Central Europe. The total sensual experience of the arts as cosmic metaphor in literature, music and architecture in times of war, plague, and absolutism.

Teuber

Full course second semester.

345. German Literature of the Twentieth Century

Analysis of the literary trends and the works of significant writers from the turn of the century to the present.

Morris

Full course first semester, 1987.

346.* Literature of Decadence

Austrian writers at the turn of the century. At the dusk of its multinational empire, Austria's artists created a culture that was mockingly mourning the past and suspiciously envisioning the future. Schnitzler and Hoffmansthal, Rilke and Kafka will be discussed, with a number of less known writers and artists.

Teuber

Full course first semester.

347. The German Novelle

This study develops the historical background of the German Novelle, its character as a separate genre and its contribution to European literature. Readings begin with Goethe and cover the works of the major authors through Kafka and other writers of the 20th century. Given in German.

Full course first semester, 1986.

348. Great German Dramas

The course concentrates on the great German dramas of Goethe, Schiller, Buchner, Kleist, Hebbel, Hauptmann, Brecht and others.

Morris

Full course second semester.

401-402. Internship In a Professional Setting

Morris

*Full course each semester***409-410. Directed Study**

One or two of the following topics will be selected for study in a given semester: the novel, drama, poetry of a given period, the novelle, history of the German language, individual authors and other topics.

Half or full course either semester.

Italian

Courses in Italian enrich and intensify the student's awareness of the contribution of Italy to human progress. Appreciation of the literature, language, art and music of Italy, and practice in the development of the four basic skills of language learning prepare students for graduate study, for careers in teaching on the elementary or secondary levels, and for government service. Knowledge of Italian language and culture also provides a valuable background for careers in certain of the human services, in business and in the fine arts. Students are encouraged to enroll in summer programs in Italy, for which the department accepts up to eight credits.

Required Courses for Concentration in Italian

205, 215, 302, 311, 312, 315 or 280, 316, 318 and two other courses.

101-102. + Beginning Italian I

Introductory study of Italian grammar with special attention given to reading and conversational skills. Three hours of class, one hour language laboratory.

Caliri

*Full course each semester.***205. + Oral and Written Italian**

This course will stress the study of Italian through conversation and composition. Students will read and discuss selections from contemporary Italian writers. Prerequisite: ITL 101-102 or its equivalent.

Pizzimenti

*Full course first semester.***208. + Language Through Literature**

The course will concentrate in reading in the various genres from major Italian writers. Students will be given the opportunity to practice techniques of literary analysis through oral and written Italian. Prerequisites: ITL 101-102 or equivalent.

Pizzimenti

*Full course second semester.***215. + Italian Civilization**

A study of the geographical, artistic, historic background of Italy, providing the student with basic knowledge of Italian culture in relation to the study of Italian literature. Prerequisites: ITL 101-102 or equivalent.

Caliri

*Full course first semester.***303. + Advanced Composition and Conversation**

A study of the grammatical structures of the Italian language in order to develop skill in writing. Prerequisite: ITL 205.

Caliri

*Full course second semester, 1987.***311. Italian Literature from the 13th to 15th Centuries**

The major trends in the development of Italian literature will be traced, with emphasis upon the "Scuola Siciliana" and the "dolce stil nuovo," and such writers as Guinizelli, Cavalcanti, the young Dante. The transition to the humanism of the early Renaissance will be considered, and the works of the humanists studied. Prerequisites: ITL 205, 208 or equivalent.

Caliri

*Full course first semester, 1985.***312. Major Writers of the Italian Renaissance**

This course will make a study of the various aspects of the Renaissance spirit as expressed in the works of Petrarch, Boccaccio, Ariosto, Machiavelli and Castiglione. The contributions of the humanist philosophers and artist-poets (Ficino, Mirandola, Leonardo, Michelangelo) will be discussed. Prerequisite: ITL 205.

Caliri

*Full course second semester, 1986.***315. Italian Literature of the 17th to the 19th Centuries**

The cultural influences of the Baroque and the Neo-classic periods will be examined, with special emphasis being placed upon the transition to Italian Romanticism. The course will include the study of the major exponents of each literary movement: Alfieri, Parini, Bruno, Galilei, Tassoni, Foscolo, Leopardi, and Manzoni. Prerequisite: ITL 205.

*Full course first semester, 1986.***316. Dante: La Divina Commedia**

A study of the art and thought of Dante as manifested in the *Inferno*, *Purgatorio* and *Paradiso*. Close textual analysis will provide the student with an understanding of Dante's contribution to the evolution of western culture. Prerequisite: ITL 205, 208 or equivalent.

Caliri

Full course second semester, 1987.

318. 20th Century Italian Literature

This course will examine the major trends in contemporary Italian thought as expressed in the foremost novelists, short story writers and poets of modern Italy. The prose writings of Moravia, Pavese, Vittorini and Calvino, among others, will be considered, as well as works of the major poets. Prerequisite: ITL 205.

Caliri

Full course second semester, 1986.

323. The Italian Novel

The development of the Italian novel will be traced from the "novelle" of the Renaissance to its emergence as a literary genre in the 19th and 20th centuries. The work of major Italian novelists will be studied in depth. Prerequisite: ITL 205.

Full course second semester.

325. Modern Italian Poetry

A brief survey of Italian poetry, followed by reading, analysis and discussion of the major modern Italian poets: Saba, Quasimodo, Ungaretti, Montale. Prerequisites: ITL 205, 208 or equivalent.

Full course first semester.

350. Italian Theater

The course will trace the evolution of the Italian theater beginning with *Il Pianto della Madonna* and the *Sacre Rappresentazioni*. It will place special emphasis upon Machiavelli's *Mandragola*, the *Commedia dell'Arte*, Goldoni's comedies and the tragedies of Alfieri and Manzoni. Finally, the student will examine the innovations of Pirandello and other modern dramatists influenced by him. Prerequisites: ITL 205, 208 or equivalent.

Full course second semester.

409-410. Directed Study

Caliri

Full course each semester.

Japanese**103-104. Introduction to the Language and Culture of the Japanese People**

A beginning course in Japanese designed to acquaint students with the basic comprehension skills as well as with the culture of modern Japan. Listening and speaking will be supported by required practice in the language laboratory.

Iwata

Full course each semester.

105-106. Intermediate Japanese

An intensive course of Japanese language, oral and written. The fundamental KANJI will be introduced.

Iwata

Full course each semester.

Spanish**Required Courses for Concentration in Spanish**

10 Spanish courses: 301, 302, 303, 311 or 313, 315 or 317, 401 or 402.

Required Courses for Interdepartmental or Divisional Concentration

To be arranged individually.

The first semester of the junior year may be spent in Spain. Arrangements for such study must be completed by April 1 of the previous year.

101-102. + Spanish for Beginners

A course intended to train the student to understand, speak, read and write basic Spanish. Three hours lecture, one hour laboratory each semester.

Leuzzi, Department

Full course each semester.

201-202. + Intermediate Course

An intensive course in which the four skills are developed to the advanced level.

Pizzimenti

Full course each semester.

205-206. + Advanced Conversation and Composition

An advanced course in conversation and composition based on extensive readings in the contemporary Spanish novel and theater.

Latorre

Full course each semester.

301-302. + Spanish Civilization

The geography, political and economic history, general literary and artistic trends in Spain.

Latorre

Full course each semester, 1986-1987.

303. Spanish Literature to the Renaissance

Special attention will be given to the important work of this period: Mio Cid, Berceo, Celestina.

Latorre

Full course first semester, 1986.

311. Spanish Literature of the 18th and 19th Centuries

Analysis of the principal literary movement in Spain during the 18th and 19th centuries: the Romantic lyrics and drama; Costumbrismo and the Realist novel; the Naturalistic School.

Latorre

Full course first semester, 1987.

313. The Generation of 1898

A critical analysis of the most important authors and their works.

Latorre

Full course second semester, 1987.

315. Spanish Literature of the Renaissance

An analysis of the early novel of chivalry, the picaresque, selected reading of the chronicles of the New World, the Italianate poets, the Spanish mystics and the *Pasos* of the period.

Pizzimenti

Full course first semester, 1985.

317. Spanish Literature of the Golden Age

An analytical study of the novel, poetry and theatre of Spain's Golden Age. Included are representative readings from the Baroque picaresque novels of Mateo Alemán and Queredo, *Las Novelas Ejemplares* of Cervantes, the poetry of Góngora, and dramas of Lope de Vega, Tirso de Molina, Juan Ruiz de Alarcón and Calderón de la Barca.

Pizzimenti

Full course second semester, 1988.

320-322. Spanish American Literature and Civilization

A survey of the development of Latin American literature through the study of the most representative literary movements, authors and works set against an in-depth cultural background.

Latorre

Full course each semester, 1985-1986.

321. Cervantes

Introduction to the works of Cervantes with a special study of the *Quijote*.

Pizzimenti

Full course first semester, 1987.

401. Seminar in the Contemporary Novel

A seminar in the contemporary Spanish novel from 1944 to date.

Latorre

Full course second semester, 1988.

402. Seminar in Contemporary Poetry and Theater

A seminar which will study in depth the poetry and theater of contemporary Spain.

Pizzimenti

Full course second semester, 1986.

407-408. Contemporary Novel of Spanish America

A study of the twentieth century Spanish-American novel from the time of the Mexican Revolution to the present. Novels of Latin American women writers are highlighted in the second semester.

Pizzimenti

Full course each semester, 1986-1987.

409-410. Directed Study

Full course each semester.

History

Philip Cash, Ph.D., *Chair*

John B. Cusack, Ph.D.

F. Donald Logan, M.S.D.

The history department provides Emmanuel College with a basic liberal arts component which includes an integrated view of our and other peoples' heritage and traditions, an appreciation of the role time plays in human events, an awareness of the uniqueness as well as the similarity of the past activities of peoples, and the role values play in the development of civilizations. For those who wish to pursue the study of history in a more professional manner, the department provides training in research, theories of history, and applied work through a broad range of internship choices in archives, libraries, museums, politics and government, and the media.

History courses can be taken by any student in the college, major or nonmajor. There are no prerequisites for history courses.

History Major

Students majoring in history will take 10 courses (five required and five elective in consultation with the department). The five required courses are as follows: 225 or 226; 217 or 218; and any two from 233, 234, 393.

Interdepartmental or Divisional Major

Students will take the five courses required of departmental majors (above) or will develop with the department a specialized program appropriate to the student's program.

Students majoring in other departments may minor in history. Five courses constitute the minor in history: 225 or 226; 217 or 218; any two of the following in consecutive order: 233, 234, 393.

Secondary Certification of Teachers of History

Students majoring in history can qualify for certification as secondary school teachers. For details consult the department. For education component see education department.

217. + The Western Heritage (I): Life and Thought in the Ancient World and the Middle Ages

This course examines the ideas and experiences that shaped the values and institutions of Western peoples in the Ancient and Medieval periods.

Logan

Full course first semester.

218. + ° The Western Heritage (II): Life and Thought in the Modern Age

This course examines the ideas and experiences that shaped the values and institutions of Western peoples in the Modern era.

Logan

Full course second semester.

225. + • World History

A study of the origins, development, and interaction of the basic civilizations (*ecumenes*) of world history: Western, Near Eastern, Indian, and Chinese. The course also examines recent work in the study of historic demography, diet, climate, and health.

Logan

Full course first semester.

226. * • The World in the Twentieth Century

Through a study of a number of representative countries, mostly non-Western, this course examines the major events of the twentieth century as well as the ideologies of traditionalism, liberalism, Communism, and Fascism, the capitalist, socialist, and mixed economic systems, and the impact of science and technology, industrialism, urbanization, militarism, and pluralism.

Logan

Full course first semester.

233. + • United States History: 1775-1877

A study of the development of America from the War of Independence to the end of Reconstruction. Particular emphasis is given to the ideology of the Revolution and the Constitution, the first party system, the judicial decisions of Marshall and Taney, Jacksonian Democracy, slavery and sectionalism, the Civil War and Reconstruction, as well as foreign policy and economic development.

Cash

Full course first semester.

234. + • United States History Since 1877

Development of America from the Gilded Age (1877-1896) to the present. Particular emphasis is given to economic growth, pluralism, reform, the impact of war and prosperity, and foreign affairs.

Cash

Full course second semester.

262. * English History Since 1485

The course views English life from the Tudors to contemporary England, highlighting the growth of responsible government, the emergence of an empire, the industrializing and later, socializing of English society.

Logan

Full course second semester.

337. History of Ireland Since 1800

Beginning with the Union of Ireland and Great Britain, this course traces the political maturation of the Irish Emancipation, the potato famine, the land problem, home rule, emigration, Ulster, Free State and Republic.

Logan

Full course first semester.

338. A History of Boston

A survey from 1630 to the present emphasizing the variety of people who gave this city its special character in terms of the development of economic, religious, political, cultural and social programs. History majors taking the course will be expected to work in some of the city's primary resources.

Cusack

Full course first semester.

339. • Women in American History

The central theme of this course is the examination of woman's role in the development of the nation. Emphasis will be placed on changes in civil rights, political opportunity, and quality of life. Woman's contribution to reform, economic growth, social maturity, cultural development, and national values will be stressed.

Cusack

Full course first semester.

375. Media in Twentieth Century

This course examines the significant developments in both print and electronic media in this century. Also it attempts to dimension the role of media particularly in the areas of the nation's political, economic, social, and cultural change. It focuses special attention on media as propaganda and media as education. Case studies on such areas as consumer protection, product marketing, woman's rights, the Vietnam War allow for an historic appreciation of the changing role of media in American life.

Cusack

Full course first semester.

378. * • America's Response to War: 19th and 20th Centuries

An examination of the martial spirit in America as seen through the lives of government and civilian institutions and of the American people.

Cusack

Full course second semester.

393. • Recent American History

This course examines the domestic and foreign aspects of the major themes of the past generation. Particular emphasis is placed on the New Frontier, the Great Society, the Cold War and Vietnam, Watergate and the Reagan revolution.

Cusack

Full course second semester, 1987.

401-402 Directed Study

Open to students with special needs not being met by the regular course offerings, after consultation with the chair.

Full course second semester.

406-407. Internship

A course involving an internship in a co-operating agency, regular discussion sessions, and a project term paper. Students will select their internship with the approval of co-operating agency and a department faculty member.

Full course each semester.

410. History and Structure of U.S. Health Care Systems

An analysis of the historical development of American health care systems through the Colonial-Revolutionary, Nineteenth Century, Early Modern, and Modern periods. Three basic topics are treated in each era: knowledge and theory, institutions and professions, the role of government. In the last two eras, the question of public and private health insurance are treated.

Cash

Full course both semesters.

Interdisciplinary Studies

Cognitive Foundations for the Liberal Arts

The first component of the Interdisciplinary Program is a two-semester freshman course which integrates the teaching of composition, logic, mathematics, and computer literacy around significant issues and ideas. Composition and logic are taught in two one-semester courses; all students take two semesters of composition, 101 and 102, unless exempt. Mathematics in one-semester course, work with computers is integrated throughout both courses. Both courses are offered in each semester; student placement in course sections is determined by standardized tests.

IDC 101/102. Composition and Logic Component

Full course either semester.

IDC 103. Freshman Writing Seminar

Full course first semester.

IDC Mathematics Component**IDC 113. CFLAC: College Algebra**

Schafer, Members

Full course first semester.

IDC 114. CFLAC: Precalculus Mathematics

Members

Full course first semester.

IDC 115. CFLAC: Finite Mathematics

Schafer, Members

Full course second semester.

Interdisciplinary Perspectives in the Liberal Arts

Interdisciplinary Perspectives in the Liberal Arts is a program which integrates the perspectives of the various academic disciplines around shared themes, ideas and questions. Through the courses of the program, both students and faculty participate in learning experiences which demonstrate the ways in which new understandings emerge when the perspectives of several disciplines are brought to bear upon critical intellectual issues whose fullest understanding requires multiple viewpoints and methodologies. The Interdisciplinary Perspectives program furthermore seeks to pro-

vide a strong academic expression of the educational mission of the college. By its emphasis upon those issues which flow from the college's identity as a Catholic liberal arts urban college for women, committed to linking the liberal arts tradition of inquiry with critical analysis of and engagement with knowledge and its uses in the world, the Interdisciplinary Perspectives program serves as a center of the Emmanuel College curriculum.

The Interdisciplinary Perspectives program includes two different types of interdisciplinary experiences—team-taught courses and cluster groupings of departmental courses which share a common subject matter. Each type of experience achieves its interdisciplinary, integrative goals in its own unique way.

Each student must select three courses from the Interdisciplinary Perspectives program as part of her baccalaureate degree requirements. She may fulfill this requirement by selecting *either* three team-taught courses, *or* three courses from a particular cluster, *or* two courses form a particular cluster and one team-taught course. The requirement of three courses from the Interdisciplinary Perspectives program is in addition to the general distribution requirements of the college because each program serves a different purpose. (No single course may serve the purpose of fulfilling two requirements).

A. Team-Taught Courses

IDC 202.⁺ Behind Appearance: Art and Science in the Twentieth Century

20th Century painting and sculpture and the natural sciences share a common tendency toward probing into the underlying structure of things. The results of these endeavors are significantly similar. This course will examine the art-science relationship at several levels: conscious connections made by artists who followed the development of modern biology, chemistry and physics; unconscious reflections in the work of artists of a new scientific descriptions of the micro-world of nature; and a comparison of the self conceptions of artists as they pose and resolve problems in their work. Artists who clearly demonstrate this viewpoint will be discussed as will those working from the opposite direction—artists who produce the exact appearance of man-made technological objects (like the Pop painters). Significant modern scientific discoveries will be outlined as will principal art movements. Three hours lecture and discussion.

Procaccini

Full course second semester.

IDC 207. The City

This course studies the historical origins of cities and urban development throughout the world. With Boston as its laboratory, "The City" explores the economic, social, political and technical aspects of a large American metropolitan area. In order to provide a concrete understanding of urban problems and problem-solving strategies, the course will examine the transportation system as an arena of conflict as well as cooperation in the process of creating a more humane urban environment that meets the needs of people.

Cusack, Fischer

Full course second semester.

IDC 208.^{**} Women In Literature and Society

This course will examine the lives of women and the socio-historical forces that shape them. It will look at the development of the concept of a separate woman's sphere in the nineteenth century and will trace the increasing diversity in women's experience as well as the growing contradictions in the perceptions of their roles. Finally, in the twentieth century, it will illustrate how women are re-evaluating their place in society. The course will use literature by and about women and social-historical sources to illustrate the complexity of women's experience.

Full course first semester, 1988.

IDC 209.^o Current Topics in Women's Studies

This course will examine some of the issues and themes raised by the new scholarship on women's experience. It will examine concepts such as patriarchy and sexual politics and topics such as the link between race, sex, and class. Through studying literature, art and sources from sociology and psychology, it will look at women's creativity, women's self-definitions and cultural images.

Mason, Garfunkel

Full course first semester.

IDC 259. Shakespeare from Study to Stage

The course will combine the reading of five Shakespeare plays with a performance component in which students prepare scenes for class presentation. Thus, to the traditional textual focus will be added the theatrical dimension of translating the written word into that complex of speech and action which makes drama live. The course will meet for four hours per week. Both instructors will participate in all aspects of the course.

Bernhard/L. Cash

Full course.

^{**}Offered in summer sessions.

IDC 280.*^{o+} Romanticism in Europe: Seminar

Designed to enrich the student's perspective of the cultural and social impact of the Romantic Movement in Europe, this course explores the affinities and diversities of major Romantic writers in the literatures of France, Germany, Italy and Spain. Although conducted in English, language majors must read required works in the language of their concentration. Works in translation will be accepted in the other literatures. Open to non-language majors.

Full course second semester.

IDC 300.*⁺ Philosophical/Theological Horizons

An interdisciplinary course, team taught by members of the Philosophy and Theological Studies departments. The course will consider basic issues: the existence and nature of God, immortality, free will, the meaning of human existence, the nature and limits of knowledge, and the differences and similarities of the disciplines' approaches as well as the degree to which an understanding of each discipline is mutually beneficial. Offered for credit in either department. Satisfies second Theology requirement.

Full course.

IDC 301.* Social Analysis and Theology

Team-taught by members of the Sociology and Theological Studies departments, the course explores the meaning of human liberation from a sociological and theological perspective based on social analysis. Models of development and social change related to current national, Church, and global issues will be discussed and critically analyzed.

Beauchesne, Fischer

Full course first semester.

IDC 304.* Political Commitment and Theology

Team-taught by members of the Sociology and Theological Studies departments, the course surveys the historical and political dimension of the Church and its theological implications. Based on analyses offered by the discipline of sociology, the course further explores current political issues from a scriptural and theological perspective. Issues such as liberation movements, the arms race, world hunger and multi-national corporations, and Christian political commitment will be discussed and analyzed.

Beauchesne, Fischer

Full course.

IDC 305.* Cultural Themes of the 19th Century

Using materials and interpretations from art, science and sociology, this course will deal with the major cultural ideas and expressions of the 19th century Europe and America, their antecedents and consequences. Among the themes to be discussed are: nature and culture, the rise of technology, democratization and class relations, philanthropy and social reform, and conceptions of human nature and society. The course will culminate in an examination of the "new consciousness" which emerged during the latter years of the 19th century and the early 20th century.

Full course.

IDC 399. Honors Directed Research

A student may fulfill the third course of her Interdisciplinary Perspectives requirement through an Honors directed research project. In order to qualify for this option, a student must have a B+ or better average in two previous cluster or IDC courses (or in special cases, two courses deemed relevant to the project). The student presents a proposal for an interdisciplinary topic of inquiry to a faculty member in order to obtain a faculty sponsor for the project. In most cases, the supervising faculty member will contact a second faculty member from a related discipline to serve as a resource to the project. At the end of the academic year, all students who conducted an IDC Honors project will present their work at a student symposium.

Members

Full course second semester.

IDC courses from 200 to 399 fulfill the general requirements for Interdisciplinary Perspectives in the Liberal Arts.

IDC 400. Into the Ocean World

This course is a comprehensive interdisciplinary introduction to the oceans. The teaching team is composed of specialists in science, social sciences, humanities and arts, each interested in marine issues and with a commitment to bridging the gaps between disciplines. Course themes will cover a broad range, but where appropriate, the focus will be on the Boston Harbor. This course is limited to two students.

Cusack

Full course second semester.

B. Cluster Programs

(Refer to individual department listings for course descriptions)

The American Experience

The task of understanding the American experience is, by definition, an interdisciplinary endeavor, dealing as it does with the variety of

*Not offered 1985-1986.

intellectual, cultural, and material forces which have shaped this culture—its institutions, its creative productions, its ideologies, and its conceptions of its place in the world. The factors which have combined to create the American experience include those of climate, geography and demography as they have shaped the historic legacy of abundance; the political and religious motivations which inspired the earliest European settlements; the patterns of economic growth and ethnic dominance which have informed the experiences of slavery and immigration; the political ideals which forged the American Revolution and the making of a constitutional democracy; the indigenous and imported intellectual and cultural traditions which have influenced American art and music, as well as literature, philosophy and religious thought; the experience of industrialization in a society without a legacy of feudalism and aristocracy; the efforts to accommodate the contradictory ideologies of individualism and egalitarianism; and the conceptions of American destiny and American uniqueness. These matters constitute the substance of those courses from the discipline of art, music, literature, history, philosophy, politics, sociology and theology which comprise the American Experience cluster.

ART	389.*	American Art
ENG	374.	19th Century American Literature
ENG	410.	Modern American Writers
HST	233.	U.S. History 1775-1877
HST	234.	U.S. History Since 1877
HST	393.	Recent American History
MUS	253.	American Musical Theater
PHL	304.*	Pragmatism and American Thought
PSC	101.	American National Government
SOC	102.	American Society
TS	263.	Theology and The American Experience

The Origins of Human Culture

The process by which humans have created a variety of cultures through which to express their biological, economic, social, reflective, creative and transcendent needs is a subject of interest to many disciplines—most notably biology, ecology, anthropology, history, sociology, art, literature, philosophy and theology. The courses of this cluster bring these varied but complementary disciplines together to explore the early origins of human culture. The courses, in their respective ways, look at the earliest efforts of humanity to accommodate the natural environment in order to create the means of survival, to create those social institutions which organize the relationships between people, to reflect upon the place of temporal human existence in the cosmic order, and to deal with those ultimate questions of the purpose of human life and the nature of the divinity. (This cluster will not be offered as a cluster after 1985-1986).

ART	211.*	Ancient Art
SOC	103.*	Introduction to Anthropology
TS	204.*	Islamic Tradition
TS	205.	Judaic Tradition
TS	206.	Primitive Religions
TS	208.	World Religions
TS	210.	Biblical Studies

A World of Peoples

A principal goal of this cluster is to relate Western ideas, institutions and experiences to a global cross-cultural context so as to build an understanding of the wide variety of human cultural expressions, particularly those of the non-Western world. The intellectual task of suspending one's familiar assumptions about human culture and its values is a major and indispensable source of the ability to conceive of the world in new ways, and to understand one's place as a member of a global community. The courses of this cluster bring both critical and appreciative perspectives to the study of the artistic, political, social and religious foundations of a variety of world cultures, thus providing a comparative context for understanding and assessing western cultural forms and ideas.

ART	260.*	Themes and Traditions in Non-Western Art
HST	225.*	World History
HST	226.	Historical Foundations of the World's Great Cultures
PSC	102.	Comparative Government and Politics
PSC	103.	Introduction to International Relations
PSC	204.	Comparative Politics of Transitional Societies
PSC	375.*	Revolution and Nationalism
SOC	101.	Analysis of Society in World Perspective
SOC	206.	Comparative Cultural Institutions
TS	203.*	Eastern Christian Tradition
TS	204.*	Islamic Tradition
TS	205.	Judaic Tradition
TS	208.	World Religions

Critical Perspectives on Contemporary Issues

The courses of this cluster present, in a variety of ways, the ideas of scholars and the creative products of the artistic and literary imaginations as they provide critical perspectives for viewing those public and private issues which confront the citizens and societies of the modern world. The critical perspectives embodied in this cluster include artistic, social, political, literary, philosophical and religious frameworks, and in combination with one another, express one of the primary functions of the liberal arts—to raise those questions which make possible new ways of seeing, thinking, and conceiving of the world. The issues dealt

*Not offered 1985-1986.

with by the courses of this cluster range from the relationships between and within the developed and underdeveloped worlds; the powerful and the powerless; and dominant and subordinate racial, ethnic and gender groups; to the realm of those political and personal choices which have implications for freedom, justice and the quest for the meaning of individual existence. By virtue of such concerns, this cluster has a particular pertinence to the educational mission of Emmanuel College as an institution committed to a critical analysis of knowledge and its uses in the world.

- EDU 140. Education and the Liberal Arts
- ENG 340. *The Modern Political Novel
- HST 378. America's Response to War
- PHL 206. Philosophy of Religion
- PHL 316. *Political Philosophy
- PSC 328. Political Thought and Ideologies
- SOC 101. Analysis of Society in World Perspective
- SOC 204. Race and Ethnic Relations
- SOC 306. *Sociology of Religion
- TS 244. Christian Ethical Perspectives on Social Issues
- TS 262. Peace and Social Justice
- TS 265. *Women in Church and Society

The Modern Consciousness

The late nineteenth and early twentieth centuries ushered in what many scholars have described as a dramatic breakdown in the certainties which had guided human thought to that point. New knowledge and ideas including Darwin's concept of evolution, Marx's doctrine of the class struggle, Freud's analysis of the human unconscious, Nietzsche's "death of God", Jung's archetypal images and the "collective unconscious", Einstein's theory of relativity, the emergence of atonality and dissonance in music, a subjectivist perspective in the visual arts, literary symbolism, all contributed to a profoundly altered sense of the very foundations of order, predictability and rationality. As the twentieth century unfolded, a continually increasing level of scientific understanding and of technological mastery combined with a growing sense of foreboding and lack of control in the realm of human affairs, making for a paradoxical and ambivalent twentieth century consciousness. The courses of this cluster represent a number of disciplinary expressions of this distinctly twentieth century view of the world.

- ART 392. Modern Art
- BIO 242. Current Topics in Biological Research
- ENG 190. Introduction to Communication Arts
- ENG 401. Modern Drama
- GER 280. Culture and Society of Modern Germany (cross-listed as SOC 280)
- GER 333. *Modern German Authors in Translation

- GER 334. *Postwar German Literature in Translation
- HST 218. The Western Heritage II
- HST 226. The World in the 20th Century
- MUS 261. The Context of 20th Century Music
- PHL 214. *History of Modern Philosophy
- PHL 217. Contemporary Conceptions of Human Nature
- PHL 229. Philosophy and Service

Studies in Women's Experience

In recent years scholars from virtually all fields have tried to include the realities of women's experience in their research and thinking as they have come to realize their neglect of this reality has led to very incomplete and often inaccurate understandings about human nature, the creative spirit, and social institutions. The fields of literature, history, biology, philosophy, theology, the social sciences of psychology, sociology, and politics have all been enriched by the reconsideration of traditional wisdom in the light of women's experience. The result has been a deeper and richer body of knowledge in all fields, reflected in the following courses.

- IDC 209. Current Topics in Women's Studies
- BIO 104. Biology of Women
- ENG 206. Women in American Literature
- ENG 418. Women and Literature
- HST 339. Feminine Themes in American History
- PSC 215*. Women, Politics and the Law
- SOC 215. Sociology of the Family
- TS 265*. Women in Church and Society

Intercultural Studies Program

Emmanuel College offers an Intercultural Studies Program in cooperation with missions of the Sisters of Notre Dame throughout the world. The program combines academic work with a crosscultural internship. Open to majors in all fields, program requirements include five preparatory courses, intercultural internship, and integrative honors course. Each student designs her program in consultation with an academic advisor.

Program Components

(1) Selection of four courses from among the following:

- SOC 101. Introduction to Sociology: Analysis of Society in World Perspective
- SOC 206. Comparative Cultural Institutions
- ECO 102. Introduction to Macroeconomics

*Not offered 1985-1986.

ECO	385	Economics of Developing Countries
HST	226	World in the Twentieth Century
PSC	204	Politics of Transitional Societies
PSC	101	American National Government
PSC	103	Introduction to International Relations
IDC	301	Social Analysis and Theology
(2) SOC	403:	Sociology Internship involving prepracticum experience in Boston social agency

Intercultural Studies Internship

During one semester or one semester and a summer in a student's third year of full-time study, she participates in the intercultural studies internship. Her internship is directed both by a mission site supervisor and an Emmanuel College advisor. At the conclusion of her internship she prepares a research report which is presented at the college on her return.

Integrative Course

In the semester following the student's return to the college, the student will take a directed study in the appropriate discipline that will integrate her field and course experiences.

Mathematics

Jean D. Keezer, Ph.D., *Chair*
 Sister Mary B. Barrett, M.A.
 John B. Cusack, Ph.D.
 Edith C. Delbert, M.S.
 Sister Margaret Rita McKay, Ed.M.
 Pauline Schafer, M.S.T.

Mathematics Major: Required Courses

MTH 101, 102, 200, 203, 204, 375 and four additional mathematics courses.

Mathematics Minor: Required Courses

The department offers two Mathematics Minor Programs:

Mathematics Minor for Science Majors:

This Minor will provide a strong background in mathematics for students majoring in Biology, Chemistry, Physics and Engineering. The program will give valuable support to the student who chooses an immediate career in her field and will offer an essential background for the student pursuing graduate work.

Required Courses:

Mathematics 101, 102 and 203 as well as at least two courses to be selected from the following with the approval of the major advisor: MTH 112, 200, 204, 302, 303 or one computer programming course.

Mathematics Minor for Non-science Majors:

This Minor will provide a minimal background in mathematics for students in mathematics-related majors such as Business Management, Economics, and Psychology. Non-mathematics-related majors who wish to become mathematically literate will also find this minor valuable.

Required Courses:

MTH 101, 102 and 200 as well as two courses to be selected from the following: MTH 112, 203, 204, 303 or one computer programming course.

Interdepartmental or Divisional Concentration: Required Courses

MTH 101 and 102.

Students taking MTH 111 or 112 demonstrate competence in basic mathematical skills through a satisfactory score on the Mathematics Placement Examination.

Students who wish to apply for secondary school certification must take the following courses: 101, 102, 200, 203, 204, 205, 216, 303, 312, 318, and 375.

They must also consult the Education Department for required education courses.

Cognitive Foundations for the Liberal Arts

Mathematics Component (CFLAC)

The Mathematics Department assigns each student to a mathematics course satisfying the mathematics component of the CFLAC on the basis of two criteria: performance on the Mathematics Placement Examination and the student's potential major. Dependent on the level of qualification, a student may be assigned to one of the following courses: IDC113, IDC114, IDC115, MTH 101, MTH111 or MTH112.

IDC 113. CFLAC: College Algebra

Schafer, Members

Full course first semester.

IDC 114. CFLAC: Precalculus Mathematics

Members

Full course first semester.

IDC 115. CFLAC: Finite Mathematics

Schafer, Members

Full course second semester.

101. Calculus I

A study of the basic concepts of the calculus of algebraic and trigonometric functions of one real variable: limits and continuity, the derivative and its applications, the definite integral, the Fundamental Theorems of Calculus. Prerequisite: Three years of high school mathematics exclusive of review courses.

Keezer

Full course first semester.

102. Calculus II

A continuation of Calculus I including: the calculus of logarithmic and exponential functions, methods of integration, applications of the definite integral, sequences and series.

Prerequisite: MTH 101.

Keezer

Full course second semester.

111. Introduction to Calculus

An introductory course for those majoring in fields other than mathematics. Develops an understanding of the basic concepts of differential and integral calculus and their application from a geometric or intuitive point of view. Prerequisite: Demonstration of satisfactory preparation through CFLAC or examination. Does not fulfill the requirements of the mathematics concentration.

Delbert, Keezer, Member.

Full course first semester.

112. Introduction to Statistics

An introductory self-contained course in statistics for those majoring in fields other than mathematics. Presents the concepts, techniques and methods used in the description and analysis of data, and in statistical inference. The fundamental ideas of probability theory as required for the study of statistical methods are presented, as well as many problems in several fields of application. Prerequisite: Demonstration of satisfactory preparation through CFLAC or examination. Does not fulfill the requirements of the mathematics concentration.

Delbert, Keezer, Member

Full course second semester.

200. Linear Algebra

Serves as a transition from computational mathematics to more theoretical mathematics, providing the student with some of the most useful tools of applied mathematics. Topics covered include systems of linear equations, matrices, determinants, vector spaces and linear transformations.

Delbert

Full course first semester.

203. Calculus III

A continuation of Mathematics 101, 102 including such topics as partial differentiation, multiple integration, infinite series, functions of several real variables. Prerequisite: MTH 101, 102.

Delbert

Full course first semester.

204. Algebraic Structures

The main objectives are to provide a knowledge of basic algebraic structures such as rings, fields and groups, but not before the fundamental concepts of set, mapping, binary operation and relation are covered. Applications to elementary number theories are explored and studied.

Delbert

Full course second semester.

216. FORTRAN

Provides a coordinated introduction to both the rules of FORTRAN and the creative process of designing algorithms; the approach concerns itself with program organization, documentation, and with the specifics of FORTRAN IV; engineering and science applications will be programmed, e.g. root search, numerical integration, curve fitting, etc; FORTRAN 77 will be discussed. Prerequisite: skills attained in the traditional sequence leading up to and through the calculus. Does not fulfill the requirements of the mathematics major.

Delbert

Full course second semester, 1986.

302. Introduction to Analysis

An introduction to the theoretical foundations of real analysis. The real number system, limits, continuity, theory of differentiation and integration, infinite series. Prerequisites: MTH 101, 102, 203.

Delbert

Full course second semester.

303. Theory of Differential Equations

An introduction to the most basic concepts, theorems, methods, and application of ordinary differential equations.

Keezer

Full course second semester, 1987.

312. Theory of Probability

A basic course in the mathematical theory of probability. Although the primary emphasis will be on the purely mathematical theory, various application will be discussed. Prerequisite: At least one year of calculus.

Delbert

Full course first semester, 1986.

315. Mathematical Statistics

A systematic course in the basic principles of statistics, beginning with distribution theory and sampling theory, and finally exploring the two major problems of statistical inference—the testing of hypotheses and the estimation of parameters. Presupposes a strong background in calculus. Prerequisite: MTH 312.

Delbert

Full course second semester, 1987.

318. Topics in Geometry

A selection of topics from projective geometry, affine geometry, Euclidean and non-Euclidean geometries.

Keezer

Full course first semester, 1985.

350. Introduction to Mathematical Logic

A mathematical treatment of the basic ideas and theorems of sentential logic and first-order logic.

Keezer

Full course first semester, 1986.

368.‡ Methods of Teaching in the Content Area

Students will study and demonstrate teaching methods. Questions concerning goals, curriculum, discipline, motivation, instructional materials will be addressed.

Full course second semester.

375. Seminar.

Study in a special area in mathematics, chosen by the instructor.

Delbert

Full course first semester, 1985.

Music

Donna Chadwick, B. Mus., M.S. CMT, RMT.,
Chair

Louise Gadbois Cash, M.Mus.

Lily Siao Owyang, D.M.A.

Fred Silverstone, M.A., CMT.

The music department offers a concentration in two areas: Music Education and Music Therapy. Audition is not required for admission. During freshman year, a placement audition allows faculty to determine proper level of instruction for students.

The goal of the department is to develop each student's musicianship, both technically and musically. Central to this goal is the study of the literature of music, from a theoretical and historical perspective. With the development of technical skills, the student can then understand, interpret and evaluate different kinds of music in order to adapt them effectively in a classroom or in a clinical setting.

Emmanuel's Music Therapy program is approved by the American Association for Music Therapy. Students who successfully complete all requirements may apply to AAMT for the credential of Certified Music Therapist (C.M.T.). This certification affords the holder full professional status, and the ability to practice throughout the United States.

Along with the core courses in music theory and history, students choosing music therapy then take the necessary music therapy courses. Specialization in music therapy include working in special education, with psychiatric patients and in geriatrics. Students choosing music education take the necessary courses in methods and materials to teach music at the elementary level.

Since Emmanuel is a liberal arts college, the music department affirms the mission of education as one that views music as an expression of the inner life. To that end, the intellectual and emotional power of music is used towards personal development and in helping others.

Courses Required of All Music Majors

MUS 240, 241, 342, 343, 401 and 402. In addition, students must belong to a performing organization, either Choral 370 or Instrumental Ensemble, 369, for at least four semesters. Before the senior year, students must successfully pass examinations in guitar, piano proficiency, and show understanding of the workings of the human voice.

Required Courses for Departmental Concentration in Music Education

MUS 314, 361, 361L, 368, 368L, DRA 101. Students must also fulfill requirements for teacher certification listed in the education department.

Required Courses for Departmental Concentration in Music Therapy

MUS 135, 236, 335, 335L, 336, 336L. Students eligible for certification as music therapists (CMT) are strongly encouraged to take MUS 360 and DRA 101. In addition to listed courses, students are required to study piano and guitar each semester, in preparation for field work in therapy. Lessons are not for credit, and payment is made directly to the teacher.

Additional Required Courses

BIO 150-151, PSY 105 and 220, plus choice of two appropriate courses depending upon student's specialization as listed under Specialization in Music Therapy.

Required Courses for Interdepartment or Divisional Concentration

As determined by the chairperson of the department.

Recommended sequence of required courses for departmental concentration in music education and music therapy. The student is reminded that college requirements also need to be fulfilled.

Freshman

MUSIC EDUCATION

MUS 240 Theory I

MUSIC THERAPY

MUS 135 Intro. to Music Therapy.

MUS 240 Theory I

MUS 236 Clinical Procedures in Music Therapy

Sophomore

MUSIC EDUCATION

MUS 241 Theory II

MUS 342 Theory III

EDU 204 Educational Psychology

DRA 101 Dynamics of Speech

MUS 361 Curriculum Materials in Music

MUS 361L Practicum

MUSIC THERAPY

MUS 241 Theory II

MUS 342 Theory III

MUS 336 Music Therapy with Children

MUS 336L Practicum/Children

BIO 150 Anatomy and Physiology I

BIO 151 Anatomy and Physiology II

MUS 216 Therapeutic Improvisation Techniques

PSY 105 General Psychology

Junior

MUSIC EDUCATION

MUS 343 Theory IV

MUS 401 History of Music Survey I

- MUS 402 History of Music Survey II
 MUS 368 Methods and Techniques for Teaching Music
 MUS 368L Prepracticum

MUSIC THERAPY

- MUS 343 Theory IV
 MUS 401 History of Music Survey I
 MUS 402 History of Music Survey II
 PSY 220 Abnormal Psychology
 MUS 335 Music Therapy with Adults
 MUS 335L Practicum/Adults
 MUS 445 Directed Study in Music Therapy

Senior

MUSIC EDUCATION

- EDU 418 Student Teaching Practicum
 EDU 446 Sociological Foundations

MUSIC THERAPY

- MUS 450 Internship Seminar I
 MUS 451 Internship Seminar II

Throughout senior year, Music Therapy students must devote 24 hours per week to internship. Therefore, they take only 2 additional courses each semester. In order to fulfill all requirements, 2 extra courses (a fifth course for 2 semesters) must be taken during sophomore or junior year.

Appreciation and History

150.* Introduction to Music

An understanding and appreciation of the music of the great masters; survey of music of various styles, types and forms. Open to all students.

Owyang

Full course first semester.

153.* Introduction to Opera

An approach to opera for the layperson through a study of the most famous operas of Mozart, Verdi, Wagner, Puccini. Open to all students.

Full course first semester.

154.* Opera as Theatre

A consideration of the theatrical aspects of opera, with emphasis on the extra-musical, relating specifically to drama. Open to all students.

Full course second semester.

182.* Twentieth Century and American Music

The main musical development in Europe and America, 1890 to the present, including jazz and its influence. This course also includes a survey of North American music, as well as American Indian and Black music. Prerequisite: MUS 150 or permission of instructor.

Cash

Full course second semester.

210.* Bach to Beethoven

A study of music from the Middle Ages to the time of Beethoven, with emphasis on the Baroque and Classical periods.

Full course first semester.

253.* American Musical Theater

Origins of American musical theater studied from its European influences, such as the operetta, following through vaudeville, minstrel show, and including the many variations of the form over the last half century.

Cash

Full course first semester.

261.* The Context of 20th Century Music

Twentieth Century music, eclectic and controversial, reflects the cultural processes of contemporary society. The course will examine the different influences of music of this period, and how these influences contribute and shape the musical language and experience of our time.

Owyang

Full course second semester.

305.* Beethoven and the Romantic Period

The music and influence of Beethoven on the Romantic period. The works of Brahms, Schumann, Berlioz, Chopin and others will be discussed.

Full course second semester.

401-402.** History of Music Survey I and II

A two semester course covering significant theoretical and musical development of the Western tradition from the early Christian Church to the twentieth century. The first semester will reach the Baroque. The second will extend from the Rococo to the present. The course will stress the ability to analyze and distinguish between the styles of these periods. Open to majors only.

Full course each semester.

Methods

361.* Curriculum Materials in Music

The course offers the student practical skills in designing and conducting developmental/creative activities for use in the classroom/clinical settings. Current approaches and procedures incorporating the use of non-symphonic instruments, as well as adaptation of Orff and Kodaly techniques in music education. Music Education majors must take 360L.

Owyang

Full course second semester.

*Not offered 1985-1986.

**Not offered 1986-1987.

361L. Prepracticum Placement**368.* Methods and Techniques of Teaching Music**

The course will deal with specific methods and techniques for teaching grades K-9. Emphasis will be placed on integrating educational concepts within the context of musical learning and experience. Music Education majors must also take 368L.

Owyang

Full course first semester.

368L. Prepracticum Placement**Performance Techniques****190.* Basic Piano**

Designed especially for the student with no prior keyboard training, this course will deal with the basic skills in playing and reading music, simple harmonization and improvisation. Open to all students.

Full course second semester.

192.* Guitar Class

Class study in the basic technique of guitar playing. Will include basic knowledge of hand positions, music reading and simple ensemble works of the various periods in the guitar repertoire. Open to all students.

Full course first semester.

314.* Instrumental Techniques

Basic techniques in playing brass, woodwind, and string instruments.

Full course second semester.

314L. Prepracticum Placement**369.* Instrumental Ensemble**

The experience of playing in small and large chamber groups. Repertoire will consist of music for various instrumental combinations from representative periods of music history. Open to all students.

Owyang

No credit either semester.

370. Chorus

The chorus is open to all students, by audition. There is at least one major concert each semester, and the chorus is often called upon to participate in programs and competitions throughout New England. Works performed range from the choral compositions of the great masters, to the music of Broadway.

There is also a smaller specialty chorus which performs scenes, costumed and staged, representing American popular music, past and present.

Cash

No credit either semester.

Theory and Musicianship**216.* Therapeutic Improvisation Techniques**

Students use the piano to express individuality and creativity, to interpret emotion and facilitate communication in themselves and special needs clients. Modes, unusual scales, idioms, styles, playing by ear, and many non-traditional techniques featured.

Chadwick

Full course first semester.

240. Theory I

The course begins with a general review of the elements of music, including ear training, sight singing, and dictation. The major focus of the course will be on the study of diatonic harmony from the common practice periods of Bach to Beethoven. Includes four part writing, figured bass, form and analysis, ear training, and sight singing.

Owyang

Full course first semester.

241. Theory II

Study of chromatic harmony, instrumentation, sight singing, ear training and analysis of music literature of Beethoven and the nineteenth century. Prerequisite: MUS 240 or equivalent.

Owyang

Full course second semester.

342. Theory III

The course will cover various aspects of form and analysis, as well as the basic elements of 16th century counterpoint, and beginning orchestration. Emphasis will be placed on the integration of critical and analytical skills to the written score, in order to achieve a thorough understanding of music of different periods. Sight singing and ear training will continue to be stressed as critical skills. Prerequisite: MUS 241 or equivalent.

Owyang

Full course first semester.

343. Theory IV

The purpose of the course is to integrate all that has been learned in previous theory courses. There will be more intensive study of form and analysis with particular emphasis on music of the 20th century. Critical and analytical skills will continue to be stressed as well as sight singing and ear training. Prerequisite: MUS 340 or equivalent.

Owyang

Full course second semester.

*Not offered 1985-1986.

374. Directed Study

Independent and individual study in field of choice. Open to advanced students with permission of department.

Members of the department.

Full course either semester.

375. Directed Study II

Independent and individual study in field of choice. Open to advanced students with permission of department.

Members of the department.

Full course either semester.

Therapy

135. Introduction to Music Therapy

A survey of clients with special needs, their etiologies, and treatment through music therapy. Methods will be demonstrated utilizing therapeutic instruments and materials. History of the field will be traced, including current professional issues and future employment outlook. Includes field observation of music therapy at Boston area affiliated facilities.

Chadwick

Full course first semester.

236. Clinical Procedures in Music Therapy

An introduction to accountability procedures, this course includes assessment techniques, objective writing, data keeping and clinical decision making. The influence of music on personality and behavior will be explored. The student will be assigned projects in clinical orchestration of non-symphonic instruments and keyboard improvisation for therapy situations. Prerequisite: MUS 135 or permission of instructor.

Chadwick

Full course second semester.

335.* Music Therapy with Adults

An intensive overview of the adult patient in all settings, psychiatric, in and out patient, institutionalized mentally retarded, chronically and terminally ill, nursing home and psychomedical geriatrics. Team treatment methods will be explained and music therapy techniques demonstrated for each client group. To be taken with 335L.

Silverstone

Full course second semester.

335L.* Practicum/Adults and Elderly

A two hour supervised practicum required weekly. Student plans and conducts individual and/or group music therapy with site therapist at approved facilities in the Boston area. Prerequisite: permission of instructor.

Silverstone

Full course with 335 second semester.

336. Music Therapy with Children**

Normal musical development is outlined: the relationship of music therapy and music education defined. The mentally retarded, learning disabled, behavior disordered, physical handicapped and sensory impaired child in a variety of settings will be discussed. Models given for planning and structuring therapy sessions. Parental communication, movement and instrument adaptation will be actively investigated. To be taken with 336L.

Chadwick

336L. Practicum/Child**

A two hour supervised practicum required weekly. Student plans and conducts individual and/or group music therapy with site therapist at approved facilities in the Boston area. Prerequisite: MUS 135 or permission of instructor.

Chadwick

Full course second semester.

360.* Curriculum Materials for Therapy/Special Education

The course offers the student practical skills in designing and conducting developmental/creative activities through all methods of music therapy. Incorporates non-symphonic instruments and adaptation of standard music education approaches of Orff and Kodaly.

Chadwick

Full course first semester.

445. Directed Study in Music Therapy

Independent and individual study within the field of music therapy; an experimental research project; or special training in related field (paraverbal, guided imagery, dance therapy, art therapy, psychodrama. Permission of instructor required. Open to music therapy majors only.

Chadwick

Full course each semester.

450-451. Internship/Seminar I and II

A two semester course, approximately 24 hours per week music therapy training experience at an affiliated institution. Under the supervision of credentialed therapists, students conduct individual and group therapy, plan, analyze, evaluate sessions, assess clients, participate on teams with site staff. Students must choose two different internship sites to maximize experience with diverse clients and must assume responsibility for transportation to these sites. Seminar meets weekly on campus for intensive review of clinical methods and procedures.

Chadwick, Music Therapy Faculty Members

Full course each semester.

*Not offered 1985-1986.

**Not offered 1986-1987.

Applied Study

Students may take the following lessons:

Voice.....	Louise Cash
Violin.....	Dorothy Bales
Flute.....	Trix Kout
Guitar.....	Fred Silverstone or Rick Cyge
Traditional Piano.....	Greg Smith
Improvisation/ Performance.....	Seth Kimmelman

Specialization in Music Therapy

A student may wish to emphasize an area of special interest. To this end, three tracks, representing the most popular specializations in the field are offered: Music Therapy in Special Education (all ages of mentally retarded and multiple handicapped clients. Music Therapy in Psychiatric work (persons of all ages with emotional problems), and Music Therapy in Geriatrics (work with the aged in various settings).

Music Therapy in Special Education: Psychology 333, 256 and Education 453

Music Therapy in Psychiatric work: two of the following: Psychology 256, 333, 385

Music Therapy in Geriatrics: Psychology 256 or 385, 390 or 395

While students will be encouraged to choose one of these specialization tracks, they may also, with departmental supervision, select other ways of choosing electives.

Following completion of this sequence, students interested in obtaining teaching certification may enroll in the education department's special program for holders of a baccalaureate degree.

The Equivalency Program

The candidate for equivalency certification in music therapy must hold a bachelor's degree, preferably in music or music education, and demonstrate keyboard and guitar ability. The student must successfully fulfill the audition requirements of the college music department. The equivalency student should plan a minimum two-year commitment in order to complete this program.

The Equivalency Prerequisites:

Pre-entry proficiency in: Music Theory, Music History, Guitar, Keyboard, and Vocal.

With appropriate preparation, the equivalency student may demonstrate proficiency and apply for a course waiver.

Required Courses

Biology

BIO 150, 151 Principles of Anatomy and Physiology

Psychology

PSY 105 General Psychology
PSY 220 Abnormal Psychology

Music Therapy (Optional)

MUS 135 Introduction to Music Therapy
MUS 236 Clinical Procedures in Music Therapy
MUS 335 Music Therapy with Adults
MUS 335L Practicum/Adults and Elderly
MUS 216 Therapeutic Improvisation Techniques
MUS 336 Music Therapy with Children
MUS 336L Practicum/Children
MUS 450, 451 Music Therapy Internship and Seminar

Specializations

Track I: Music Therapy in Special Education
Track II: Music Therapy in Psychiatric work
Track III: Music Therapy in Geriatrics

Nursing

Rita J. Boucher, R.N., Ed.D., *Chair*
 Marilyn Forrest, R.N., M.S.
 Jona Popovsky, R.N., M.S.
 Cecilia H. Sederman, R.N., M.S.

The nursing courses will incorporate reported research, evaluation of data on nursing care, and the incorporation of new discoveries into clinical practice. Adaptation theory will be utilized as the overriding perspective in the examination of nursing theory and process.

400. Humanism in Nursing

An introduction to concepts of adaptation, selected nursing theories and related concepts emphasizing the use of the nursing process. The focus is on exploring the role, characteristics and responsibilities of the professional nurse through self-development by means of individual and group process.

Member

Full course each semester, 2 credits.

401. Health Assessment

Knowledge and skills in physical and psychosocial assessments are developed. These skills include a comprehensive health history, physical assessment utilizing inspection, auscultation, percussion and palpation, recording findings and developing a patient problem list.

Member

Full course each semester, 2 credits.

402.* Health Assessment Practicum

Selected experiences are provided to help students acquire the necessary skills and instrumentation techniques necessary to enhance client assessment. The resulting data will be utilized as a basis for decision making and nursing intervention.

Member

Full course each semester, 2 credits.

411. Community Health Nursing

Basic principles of public health and community health nursing will be introduced, cultural and environmental issues which influence health care will be explored and the expanded role of the community health nurse in a variety of settings will be discussed. Concepts of stress and adaptation, systems theory, crisis intervention, and developmental theory will be related to functional: dysfunctional families in the community setting.

Member

Full course first semester, 4 credits.

413.* Community Health Nursing Practicum

The clinical nursing practicum will focus on how the application of the nursing process in a variety of primary care settings can assist individuals and families to attain optimal levels of wellness. Community resources appropriate to the enhancement of optimal health will be incorporated into the provision of care.

The focus of this community health nursing practicum is the delivery of health care to families and groups within the community setting. The student will utilize nursing process to provide professional nursing care to individuals, families and/or groups. Community resources appropriate to the enhancement of optimal health care will be incorporated into the provision of care.

Member

Full course first semester, 4 credits.

421. Research Methods in Nursing

This course is an introduction to the process of scientific inquiry and its application to nursing practice. The focus is on the basic concepts and methods utilized in conducting research in nursing.

Member

Full course each semester, 2 credits.

422. Leadership in Nursing

Examination and study of theories and concepts of leadership, group process, and organizations. The emphasis is on the study of the complexities of nursing and implications for research within the organizational framework. Attention will be given to theories, concepts, models and dynamics of social change.

Member

Full course each semester, 3 credits.

433. Complex Clinical Nursing

Systematic study of nursing problems related to complex and comprehensive care of adults with acute and critical conditions.

Member

Full course second semester, 3 credits.

434.* Complex Clinical Nursing Practicum

Application of the nursing process to acute and critical care of adult clients with complex nursing problems. Emphasis is on comprehensive and continuous nursing care from crisis to health maintenance.

Member

Full course second semester, 3 credits.

*Students will be requested to show evidence of malpractice insurance prior to participating in the required nursing practica.

451. Professional Seminar

Examination of major contemporary nursing and health issues. Emphasis is on professional nursing conduct from an ethical and legal point of view. The seminar is designed to serve as a catalyst to professional socialization whereby the student internalizes the values, norms and sense of identity characteristic of the professional nurse.

Member

Full course each semester, 2 credits.

452. Independent Study

This course provides the opportunity to identify a problem, develop a research design, collect, analyze and discuss data for the purpose of contributing to nursing theory.

Member

Full course each semester, 2 credits.

453. Directed Study

Open to students with special needs not being met by regular course offerings. With departmental approval students may pursue a specialized area in nursing under the direction of a departmental faculty member.

Member

Optional offering each semester, 2 credits.

Philosophy

Reverend Raymond J. Devettere, Ph.D., Chair
Thomas F. Wall, Ph.D.

The original Greek meaning of the term philosophy centered on the notion "love of wisdom." By this was meant the pursuit of knowledge for its own sake rather than for some practical end. In this spirit the department strives to help students explore the meaning of humanity, God, freedom, knowledge, society, history, good and evil.

The person who has learned to philosophize thereby avoids the tragedy of living an unexamined life. Furthermore she is able to begin the elaboration of a set of "general ideas," as Whitehead called it, in terms of which every element in her experience of life can be interpreted.

The study of philosophy is also recommended for students planning professional careers or the type of career that requires highly developed conceptual, logical and integrative skills.

Required Courses for Departmental Concentration

PHL 101, 213, 214, and seven additional philosophy courses. The nature and sequence of courses will be selected by the student and her department adviser. Electives from other departments will be suggested to fit the goals of the individual student.

Required Courses for Philosophy Minor

PHL 101, 213, 214 and two additional philosophy courses selected by the student and her departmental advisor.

Philosophy Courses Required for Concentration in Other Departments or Programs

PHL 236, New England Baptist Hospital School of Nursing, Health Care Administration; PHL 236 or 240, Gerontology; PHL 240, Business Management.

101. + Problems of Philosophy

An introduction to some of the fundamental problems examined by philosophy including those of reality, knowledge, God, the individual and society. Readings will be selected from the writings of major philosophers of all historical periods.

Devettere

Full course either semester.

206.* + Philosophy of Religion

This course will examine the major approaches to God and religion in the philosophical tradition. Special consideration will be given to modern problems concerning religious language, the relation of science and religion and the emergence of atheism.

Devettere

Full course one semester.

213.* Ancient and Medieval Philosophy

Survey of Ancient Western philosophy including the pre-Socratic philosophers, Socrates, Plato, and Aristotle. Medieval philosophers studied include Augustine, Anselm, Bonaventure, and Aquinas.

Devettere

Full course one semester.

214.* History of Modern Philosophy

An intensive survey of the significant developments by modern philosophers in the areas of knowledge and the possibility of metaphysics. Figures considered will include Descartes, Hume, Kant, Hegel, and Nietzsche, with some attention to Locke, Rousseau, and Kierkegaard. Lectures will be based upon the reading of primary texts in translation, and material will be presented to assure an historical context for each of the philosophers.

Wall

Full course one semester.

217.* Contemporary Conceptions of Human Nature

This course will examine the philosophical presuppositions embedded in six contemporary efforts to understand and modify the individual. These efforts are: Christianity, Marxism, Existentialism, Psychoanalysis, Behaviorism and Ethology.

Devettere

Full course one semester.

229. Philosophy and Science

An introduction to major philosophical issues such as the existence of God, the nature of persons, the nature and limits of knowledge, ethics, and society, with emphasis on the role of scientific discoveries in formulating, altering, and resolving them.

Wall

Full course second semester.

235. Logic

A course in critical and creative thinking. This is a practical course in logic, designed to improve reasoning and problem-solving skills. Students will practice discovering, creating, and evaluating elements of logical reasoning and will practice methods of problem solving. Computers will be utilized as aids throughout the course.

Wall

Full course first semester.

236. Health Care Ethics

In the first part of the course rules, or criteria, for deciding moral issues are formulated, and the nature of moral decision-making is discussed. This is followed by clarification and attempted resolution of some of the moral issues that have accompanied advances in biomedicine. Typical problem areas include fetal and adult experimentation, death, transplants, behavior control, genetic engineering, patients' rights, abortion, and women in medicine. The attempt is made throughout to relate issues to their social and legal dimensions. Issues are discussed independently of any particular religious belief. This course does not satisfy the college philosophy requirements.

Devettere, Wall

Full course one semester.

237. Professional Ethics

Investigation of the "ethics" of various professions. Both empirical questions, e.g. what do various professions consider to be present standards (codes, existing laws), and moral questions, what should these guidelines be, will be asked. Professions considered include health care, law, business, journalism, government, and science.

Wall

Full course one semester.

240.* Recent Moral Issues

Examination of the criteria and nature of moral decision-making. Emphasis on clarification and attempted resolution of the moral aspects of the problems of war, punishment, civil disobedience and revolution, abortion, social control through drugs and genetic engineering, pollution, energy, and death.

Wall

Full course either semester.

300.* Philosophical/Theological Horizons

An interdisciplinary course, team taught by members of the Philosophy and Theological Studies departments. The course will consider basic issues: the existence and nature of God, immortality, free will, the meaning of human existence, the nature and limits of knowledge, and the differences and similarities of the disciplines' approaches as well as the degree to which an understanding of each discipline is mutually beneficial. Offered for credit in either department. Satisfies second Theology requirement.

Devettere, Radtke

Full course second semester.

304.* * * Pragmatism and American Thought

A study of the meaning and development of pragmatism as elaborated in the works of Pierce, James, and Dewey. Analysis of its present role in American thought. Prerequisite: permission of instructor.

Wall

Full course one semester.

316.* * * Political Philosophy

The origin, nature, and purpose of political groups. Some analysis of ancient, medieval, and modern political theory. Emphasis on contemporary political theory, and questions of the limits of authority and individual liberty, civil disobedience, revolution, and issues of social justice as they arise in various political systems and ideologies.

Wall

Full course one semester.

380-381. Directed Study

Devettere, Wall

Full course each semester.

Physics

Ronald J. O'Brien, Ph.D., *Chair*

M. Patricia Hagan, Ph.D.

The physics department offers the student the opportunity to develop an understanding of the physical laws governing natural processes and of the methods of scientific inquiry. The physics major is an excellent preparation for employment in industry or government, elementary or secondary school teaching, or graduate school in physics or engineering. The department offers courses in all of the basic areas of physics: mechanics, electricity and magnetism, thermodynamics, optics, and modern physics, as well as advanced courses in theoretical and quantum physics and the opportunity to pursue specific areas in directed study and to do a research project under the guidance of a faculty member.

Required Courses for Departmental Concentration

PHY 113-114, 201-202, 204, 205, 307-308 plus two physics electives above the 100 level; MTH 101, 102, 203, PHY 309-310 strongly recommended for students intending graduate study in physics.

Concentration in the Energy and Environment Program

PHY 113-114, 201, 203, 204, 210, 307, 450B plus two physics electives above the 100 level; MTH 101, 102, 203, 112, BIO 101-102, or 121-122 and 203. MTH 112, BIO 101-102, or 121-122 and 203, CHM 105-106 are strongly recommended to most students.

Required Courses for Interdepartmental or Divisional Concentration

PHY 113-114, plus the appropriate number of physics electives, above the 100 level. A student wishing to take courses beyond the 100 level may have to satisfy the Mathematics requirements, which are likely to include MTH 101, 102, 203.

A student who has taken PHY 111-112 rather than 113-114 may enter one of the above programs with the permission of the department.

A Suggested Schedule of Courses for a Physics Major

Freshman

PHY 113	General Physics (Calculus)
PHY 114	General Physics (Calculus)
MTH 101	Calculus I
MTH 102	Calculus II

*Not offered 1985-1986

**Offered as needed.

Sophomore

PHY 201	Intermediate Mechanics
PHY 202	Intermediate Mechanics
PHY 204	Electricity & Magnetism I
PHY 205	Electricity & Magnetism II
MTH 203	Calculus III
PHY 104	Computer Programming

Junior

PHY 307	Modern Physics
PHY 308	Modern Physics
PHY 314	Mathematical Physics

Two Physics Electives

A student in the four-year program may wish to take more electives earlier in her program and take some required courses later. Some electives that might be useful for a physics major are:

MTH 112	Introduction to Statistics
MTH 201-202	Algebraic Structures I, II
MTH 302	Introduction to Analysis
MTH 303	Theory of Differential Equations
PHL 234	Logic

or

Chemistry minor for Physics majors:

CHM 105-106	General Chemistry
CHM 213-214	Physical Chemistry
CHM 308	Advanced Inorganic Chemistry

A student with departmental concentration in physics may petition to be awarded a B.S. in lieu of an B.A. degree.

It is strongly recommended that students taking physics courses demonstrate competence in basic mathematical skills through a satisfactory score on the Mathematics Placement Examination or successful completion of Mathematics 100.

111-112. + General Physics (Non-Calculus)

A non-calculus treatment of the basic laws of classical and modern physics, with specific applications to the life sciences. Three hours lecture, one hour problem session, two hours laboratory.

O'Brien

Full course each semester.

113-114. + General Physics (Calculus)

A mathematical introduction to physical theory emphasizing the understanding of fundamental concepts through discussion, demonstrations, laboratory experience and problem solving. Three hours lecture, one hour problem session, two hours laboratory. Prerequisites: MTH 101, 102, concurrently at least.

O'Brien

Full course each semester

120.* Astronomy

An introduction to the origin and evolution of the universe, emphasizing the methods of acquiring astronomical information. Basic physical concepts such as atomic structure, thermodynamics, and electromagnetic radiation will be presented at an elementary level. Three hours lecture, two hours laboratory.

O'Brien

Full course first semester.

121.+ Energy and Environment

A study of the interaction of man and his environment through the use of energy. Topics include: historical development of science and technology, the earth, energy sources, pollution, population growth and problems confronting technology. Three hours lecture, two hours laboratory.

O'Brien

Full course second semester.

201.* Intermediate Mechanics I

A systematic study of the mechanics of particles and rigid bodies based on Newton's Laws of Motion and conservation laws. Four hours lecture. Prerequisites: MTH 203 concurrently, PHY 113-114.

Full course first semester.

202.* Intermediate Mechanics II

An introduction to continuum mechanics and Lagrangian and Hamiltonian formulations. Four hours lecture. Prerequisites: PHY 113-114, 201.

Full course second semester.

204. Electricity and Magnetism I**

A study of the methods of solving direct and alternating current circuits, the fundamental properties of the electric and magnetic field, and properties of various materials. Four hours lecture. Prerequisites: MTH 203 concurrently, PHY 113-114.

Full course first semester.

205. Electricity and Magnetism II**

Maxwell's equations, continuation of the development of the theory of the electromagnetic field, boundary-value problems, radiation wave guides. Four hours lecture. Prerequisite: MTH 203, PHY 113-114.

Full course first second semester.

206. Physical Optics**

Study of light as an electromagnetic wave phenomenon; interference, coherence, Fraunhofer and Fresnel diffraction, optics of solids, non-linear effects. Lecture, discussion, and student demonstrations of advanced optical phenomena or research techniques in spectroscopy. Four hours lecture. Prerequisite: MTH 203, PHY 113-114.

Full course first semester.

*Not offered 1985-1986.

**Not offered 1986-1987.

210. Physics and Energy Alternatives**

A study of the fundamental physical laws governing energy and energy sources. Production of power; fossil-fuel, nuclear, solar, wind, biomass, hydro. Discussion of practicality, availability, and impact on the environment. Consideration of short, medium, and long-term needs, including the role of conservation. Three hours lecture, plus field trips. Prerequisites: PHY 113-114 or 111-112. PHY 114 or 112 may be taken concurrently with permission of the instructor.

Full course second semester.

213-214. Physical Chemistry

A study of the laws governing the behavior of gases, liquids, solids, and solutions; the principles of thermodynamics; Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac distribution functions; the kinetic-molecular theory of gases; kinetics of reactions in the gaseous and solution phase; atomic and molecular structure; crystal structure and symmetry. Problem solving emphasized. Three hours lecture, one hour problem session, four hours laboratory. Prerequisites: CHM 105-106, PHY 113-114 or 111-112, MTH 101-102; MTH 203 recommended.

Higgins, O'Brien

Full course each semester.

307.* Modern Physics I

An introduction to the atomic view of matter and to special relativity, with applications to atomic structure and spectra, radioactivity and nuclear energy. Three hours lecture, two hours laboratory. Prerequisite: PHY 114 (or PHY 112 and permission of the instructor) and MTH 203 concurrently and/or equivalent.

Full course first semester.

308.* Modern Physics II

Atomic view of radiation, X-rays, development of special relativity and quantum theory with applications to nuclear reactions, elementary particles and solid-state physics. Three hours lecture, two hours laboratory. Prerequisites: MTH 203 or permission of the instructor, PHY 307.

Full course second semester.

309-310. Theoretical Physics**

An integrated treatment of classical mechanics, relativity, and electromagnetic theory, using conventional and Lagrange-Hamiltonian formulations. Three hours lecture. Prerequisites: PHY 201-202, 204, 205, 314.

Full course each semester.

311-312. Quantum Topics**

Eigenvalue problems, quantum mechanical operators and state vectors. Dirac notation, matrix representation, scattering theory, perturbation theory, group theoretical problems. Three hours lecture. May be taken either or both semesters. Prerequisites: PHY 113-114, 307-308, MTH 314.

314.* Mathematical Physics

A study of various mathematical techniques and their application to the physical sciences. Topics covered: ordinary differential equation, Frobenius method, special functions defined by differential equations, Fourier series and orthogonal functions, the Sturm-Liouville problem, partial differential equations of physics, boundary value problems, integral transforms, vector and tensor analysis, matrices, complex variables. Three hours lecture. Prerequisite: MTH 203 or equivalent.

Member

Full course second semester.

371-372.* Research and Seminar

Independent study of experimental or theoretical problems in physics.

Members of the department

Full course each semester.

450-451A. Directed Study

Independent study of material not included in existing courses.

Members of the department

Full course each semester.

450B-451B. Directed Study in Environmental Problems**

Independent study applying physical principles to one or more environmental or energy-related issues. Prerequisites: PHY 210 and the approval of the department.

Members of the department

Full course each semester.

*Not offered 1985-1986.

**Not offered 1986-1987.

Political Science

Lenore G. Martin, Ph.D., *Chair*
Marie D. Natoli, Ph.D.

The political science department affords students the opportunity to integrate not only the theoretical basis of politics and government, but also the practical application and implications of these theories. The department offers a wide range of courses in the areas of American government and politics, comparative government and politics, international relations, law, and political theory. Students are encouraged to engage in field work through the department's internship program, where students may work with political and governmental decision-makers.

Required Courses for Departmental Concentration

PSC 101, 102, 103, 225, one seminar, and five additional political science courses.

Required Courses for Interdepartmental or Divisional Concentration

PSC 101, 102.

It is recommended that political science majors take the following courses outside the department: MTH 112, ECO 111, DRA 101. Other courses outside the department may be recommended following individual consultation with departmental advisers and will be determined by the student's proposed course of study and interests.

Students who wish to be certified as secondary school Social Studies teachers must be interdepartmental majors with five courses in sociology and political science to fulfill the major requirement. In addition, two courses in history and two courses in economics are also required. *Required courses:* SOC 101, 103, 218, 301, 400; PSC 101, 102 and any other three courses; HST 225, 233; ECO 101, 102.

101. * American National Government

The theory and practice, form and substance of American government. Analysis of the way in which American society attempts to realize the goals of constitutional democracy; the successes and failures of the system.

Natoli

Full course each semester, except spring, 1986.

102. * Comparative Government and Politics

A comparative analysis of the structure and operation of selected European, African and Asian governments. Emphasis will be placed upon the structure, functions and operations of the political systems in each country.

Teuber

Full course first semester.

103. * Introduction to International Relations

Study of the relations between nations, focusing on basic post-World War II issues, such as alliance, confrontation and detente. This course will include the application of the concepts studied to present-day situations such as those in the Persian Gulf.

Martin

Full course second semester.

201. State and Local Government

The position of the states under the Constitution. Relationship of the states to the citizens. State control over the municipalities and other local units of government.

Full course second semester, 1985-1986.

204. * Comparative Politics of Transitional Societies

This course will explore various models of the governments of changing societies, for example, those evolving out of revolution, military juntas, as well as the politics of economic and religious change. Thus the course will concentrate on the areas of Africa, Asia and Latin America.

Full course second semester.

215. Women, Politics, and the Law

Employment equality, property rights and the challenges of women in the political arena are topics of vital interest to women today. These and other topics of similar concern will be examined in the light of the changing role of women today, their legal status and their political activities.

Martin

Full course first semester, 1986-1987.

225. * Political Theory and Analysis

After a survey of traditional and modern political theory, the course will focus on the various forms of analysis—introducing research methods, data analysis, measurement problems and theory testing.

Full course second semester.

230. American Foreign Policy

This course will examine the formulation of American foreign policy, its past development and present challenges. Special emphasis will be placed on foreign policy since World War II involving Europe, the Middle East and Latin America.

Full course first semester, 1985-1986.

235. * Problems of Law and Society

The course will be concerned with an evaluation of the current ability of legal institutions to deal with a variety of societal problems such as child rights, the aged, criminally insane, patients' rights, drug addiction, prisoner rights and rehabilitation.

245. Political Socialization

Political socialization, the "people-oriented" explanation of political events, is concerned with the knowledge, values and beliefs of the average citizen. What do citizens demand of their government? Under what conditions are they willing to support its leaders? What is the relationship between citizens' attitudes and the way the state operates? How are political standards and beliefs transmitted from generation to generation? By what agents?

Natoli

Full course first semester, 1985-1986.

250.* Public Administration

An analysis of the general nature of bureaucracy in public and private organizations. Its characteristics as a mechanism for decision-making, with emphasis on the American experience, will be stressed, with particular attention to problems of goal-setting, innovation and accountability.

Full course first semester, 1986-1987.

255. Politics and the Media

An examination of the impact the mass media has on the workings of the American political system. The course will investigate the continually increasing influence of the media in terms of its interaction with political institutions, its role in campaigning, its use by politicians and officeholders, its effect upon recent trends in the political arena, e.g., its treatment of violence, riots, etc. and possible future effects.

Natoli

Full course second semester, spring, 1987.

270. Law and the Health Professions

Introduction to legal, political and bureaucratic considerations which affect the function and role of individuals and groups in the health professions. There will be extensive use of case materials.

Martin

Full course second semester, 1985-1986.

302. Constitutional Law

Through an examination of Supreme Court decisions the course will explore the constitutional powers of the Presidency, Congress and the Judiciary as well as the constitutional relations between the states and the Federal government. Included will be such topics as the war powers of the president, investigatory powers of the Congress and review powers of the courts.

Martin

Full course first semester, 1985-1986.

304. Congress and the Legislative Process

Understanding the basic characteristics and nature of Congress is critical to a fuller appreciation of the development of American government and politics as a whole. With this in mind, the course will focus upon what Congress is and why; the impact political parties have had upon its development; its internal workings; its relationship with the Presidency; its impact in shaping public policy and representing public opinion.

Natoli

Full course second semester, 1985-1986.

305. Political Parties and Interest Groups in the United States

Political parties and interest groups are nowhere mentioned in the U.S. Constitution, yet parties have served as the major vehicle for selecting political leadership and interest groups have come to hold increasing power over that leadership. This course will examine the role of political parties and interest groups in American politics. Particular attention will be paid to their interaction. Issues will include the nature and functions of each as well as the "decline" of parties and the growth of single interest groups and PACs.

Natoli

Full course second semester, 1986-1987.

310. The American Presidency

A study of the development and contemporary importance of the Presidency as an institution of national and international democratic leadership.

Natoli

Full course first semester, 1986-1987.

321.* International Relations

A study of the patterns of interactions between nations emphasizing the problems of war, alliance and international negotiation. The course will focus on explaining the current international system as well as considering possible future systems. The course will also deal with selected topics such as nuclear strategy and peace negotiation.

322.* Strategies of War and Peace

This course will explore theories of war and conflict resolution. It will then analyze various case studies in the negotiation of arms controls as well as the end to wars.

Martin

Full course first semester, 1986-1987.

328. Political Thought and Ideologies

Examination and analysis of traditional and modern political ideas and systematic theories. Myth and realism in the current understanding of liberalism, socialism, democratic conservatism, and totalitarianism. Special regard will be given to recent ideological phenomena such as Eurocommunism and the resurgence of Islam as a political power.

Full course first semester, 1985-1986.

330.* Civil Liberties

The protection of civil liberties involved in such areas as free speech, privacy, racial discrimination and criminal prosecutions will be explored in this course through a study of leading Supreme Court cases.

Martin

356.* Politics of Health Care Reform and Planning

The course will examine the politics of the health care delivery system: its background, its workings, its problems, its prospects, and will focus upon the political environment in which this delivery system operates. Particular attention will be given to the politics of the planning process and reforms, towards which this process works and the political realities surrounding reform.

358.* Politics of Aging

The course will examine the political problems and increasing political activity of the elderly as well as provide a framework in which these problems and activities take place—e.g., enactment of the Social Security Act; Townsend Movement; enactment Medicare-Medicaid; the Older Americans Act. The problems focused upon will include: housing, transportation, income, age-discrimination, and a comparison will be drawn regarding the impact of these problems upon the elderly vs. their impact upon other groups in the political system.

361. Political Leaders and Political Movements

The course will be concerned with the style and nature of political leaders and their relationship to and effect on political movements. The leaders and movements to be examined will include: Sen. Joseph McCarthy and McCarthyism of the Fifties; Martin Luther King, Stokeley Carmichael and the Black Movement; George Wallace and "law and order;" Spiro Agnew and creation of the "silent majority."

Natoli

Full course second semester.

375.* Revolution and Nationalism

A discussion of the nature and causes of rebellion and revolution with special regard to the national self-assertion of societies emerging from Western imperial domination since World War II. Among the case studies will be Algeria, China, Cuba and Vietnam.

Teuber

Full course second semester.

390. Soviet Politics and Foreign Policy

Analysis of the major aspects of Soviet politics with special regard to the foreign policy of the U.S.S.R. Case studies will treat the role of the U.S.S.R. in the Middle East, Czechoslovakia and Cuba in order to show the interaction of domestic and foreign policies in the Soviet system. Prerequisite: PSC 102.

Full course first semester, 1985-1986.

401. Seminar in American Government and Politics

Topics of current research interest will be presented and discussed in depth. They will include the American presidency; American politics and political culture; urban government and politics; political socialization; selected topics in law, interest groups and others. Permission of instructor required. 1985-1986 Topic: The Kennedy Presidency. Limited to 10 students. Audio-visual fee of \$10 is required.

Natoli

Full course first semester, 1985-1986.

402. Seminar in Comparative Government and Politics

An in depth analysis of African Politics, Latin American Politics and Asian Politics will rotate as topics for the Seminar. Limited to 10 students.

Full course first semester, 1986-1987.

403. Seminar in International Relations

The course will deal with selected topics in international politics, including nuclear strategy, the arms race, peace negotiations, international decision-making. Third World challenges and the U.N. and international organization. Permission of instructor required. Limited to 10 students.

Martin

Full course second semester.

408.* Seminar in Political Theory

Topics of current research interest will be presented. They will include the impact of ideology on political cultures, the interaction of theory and practice in modern political structures, methodology and the tools of research in political phenomena. Permission of instructor required. Limited to 10 students.

411-412. Internships—Political and Legal

A course involving an internship in a governmental or legal agency, monthly discussion sessions and the completion of a 25-30 page paper. Students are encouraged to find their own internship possibilities (subject to approval) or participate in those offered by the department. Approved agency work may be undertaken in the summer, with remaining requirements fulfilled in the fall.

Natoli

Full course each semester.

413-414. Directed Study

Guided individual study of an approved problem or a series of related problems.

Members of the department

Full course each semester.

418. The United Nations**

The course will concentrate on the organization, structure and procedures of the United Nations and its agencies, and will prepare the students concerning the country they represent in the NCMUN—its history, politics, voting behavior and diplomacy in the UN. Emphasis will be given to rhetoric and procedural and diplomatic practices. During the second semester students will be expected to attend the NCMUN on a noncredit basis. Limited to 15 students. Permission of instructor required.

Psychology

Carson C. Johnson, Ph.D., *Chair*
Peter Corea, Ph.D.

Jonathan Demick, Ph.D.

Judith Dwyer, Cand. Ph.D.

Trudi Feinstein, Ed.D.

Joanne Hager, Ph.D.

George A. Hill, Ph.D.

Eugene J. Isotti, Ph.D.

Bradford D. King, Ed.D.

Jacqueline Samson, Ph.D.

Susan F. Thibadeau, Ph.D.

Donald A. Turlick, Ed.D.

Required Courses for Departmental Concentration

Students may elect one of two degree options: a B.S. or B.A. degree in Psychology. The general requirement for both options or any degree program within each option will be a minimum of 10 courses in psychology. A student in the B.S. program may petition to receive a B.A. degree. Specific requirements are as follows:

Degree Option I B.A. Degree

a. General—Experimental Psychology

Provides a broad program containing theoretical and laboratory components soundly based in the liberal arts context. Students wishing to pursue graduate study, either in traditional doctoral programs in psychology or in specialized programs in counseling, school psychology, social work or other related fields, should elect this program. A special program for students preparing to teach psychology in secondary school is available within this option.

Required Courses

PSY 105*, 250, 262, 301-302, 330 and either 430-431 or 428 plus a comprehensive examination in psychology. In addition, two theory courses to be selected from this grouping: 207, 210, 312, 362.

b. Interdepartmental Programs

Required Courses for Interdepartmental Concentration

PSY 105, 106 and two of the following six course offerings: PSY 207, 210, 250, 312, 330, 362.

Required Courses for Programs in Behavioral Science (Psychology) Teacher in Secondary Schools

PSY 105*, 106, 142, 250, and one of the following courses: 207, 210, 312, 330, 362; SOC 101, 103, 201, 204, 218; HST 233, 234.

*In the event that a student has completed a comparable course in high school, and has passed the department's equivalency examination, this course will be waived and another course substituted. The department chair must advise and approve the substitution.

**Not offered 1985-1986, 1986-1987.

Required Program for Education Majors in Primary Education

PSY 105, 141, 210, 333 and one of the following: 220, 312, 330. Additional Psychology courses should be chosen in consultation with the Psychology Department chairperson.

Degree Option II B.S. Degree

a. The B.S. in Psychology-Rehabilitation

prepares a student for work after graduation at rehabilitation centers, hospitals, half-way houses and other agencies in many professional and paraprofessional positions available. Students concentrating in this program are prepared for entrance into graduate programs in rehabilitation or in counseling. In exceptional cases, a student may combine programs a and b.

Required Courses

PSY 105, 215, 220, 256, 262, one semester of Experimental Psychology**, 333, 385, 415-416; BIO 150-151 or PSY 345.

b. The B.S. in Psychology-Gerontology

The program is designed to provide a multidisciplinary concentration in the study of aging and the aged, coupled with a broad liberal arts background. In this way, students are encouraged to develop their intellectual and creative capabilities while they are provided with basic skills and knowledge. The academic program will be augmented by a carefully supervised year-long internship.

A total of 17 courses is required for the concentration in Gerontology, consisting of 10 courses in Psychology, two in Biology, and five courses drawn from Philosophy and the Social Sciences.

Required Courses

PSY 105, 215, 256, 262, one semester of Experimental Psychology**, 390, 395, 417-418, 426; BIO 150-151 (fulfills general requirements).

In addition, the student is required to take any two of these courses:

History
335 American Medical History

Political Science
270 Law and the Health Professions
358 Politics of Aging

Economics
235 Health Care Economics
236 Economics of Health
Institutions and Policies

One of the following:

Philosophy
236 Medical Ethics Philosophy
240 Recent Moral Issues

And any two courses from the social science disciplines (economics, history, political science, sociology) which fulfill college general requirements.

105. + General Psychology

An introduction to psychology in which the various areas of the field are surveyed. Includes: the nature of psychology; growth and development; motivation, emotion, and adjustment; learning and thinking; perception, individuality and its appraisal; psychology and social problems; behavior disorders.

Johnson, Feinstein, Isotti, Demick, Dwyer
Full course either semester.

106. + Advanced General Psychology

A further study of certain aspects of General Psychology. Several selected topic areas are covered in greater depth than in PSY 105, and serve as enriched foundations for upper level courses in Psychology. Topic areas expanded upon include: perception, personality, motivation, social, learning, thinking and language, and intelligence. Prerequisite: PSY 105.

Feinstein, Johnson, Isotti, Hill
Full course second semester, summer.

141. Child Psychology

An examination of major theoretical approaches and current research in the intellectual, social and emotional development of the individual from infancy through childhood. Specific topics covered include intelligence, language development, parent-child relationships, sensory and perceptual development, and cognitive processes.

Demick
Full course first semester.

** May be selected from 300, 301, or 302. Those attending during the day should take either 301 or 302.

142. Adolescent Psychology

A discussion of the physical, sensory, moral, and intellectual changes occurring during adolescence and their psychological implications. An explanation of the general principles of human motivation and their specific application to adolescent motivation. A study of the nature and development of personality and character in adolescence and their effect on the social adjustment of youth.

Turlick, Demick

Full course second semester.

144. Developmental Psychology

A comprehensive view of research and theory dealing with the various aspects of psychological development of the human throughout the life span. The major theories pertaining to cognitive, emotional, moral, physical, physiological, and social development are considered. Stages of life and developmental tasks are treated.

Turlick, Demick

Full course either semester.

150.* Drugs and Behavior

The different classes of psychoactive drugs which alter behavior will be discussed as to their pharmacological actions, addictive properties, patterns of abuse and use, and as research tools in the study of various psychiatric disorders. These include "over-the-counter" drugs (aspirin, nicotine, caffeine and alcohol), stimulants (amphetamine and cocaine), euphorians (marijuana), narcotics (morphine), hallucinogens (LSD), and the major and minor tranquilizers (thorazine and librium).

Hager

Full course first semester.

200.* Human Sexuality

Psychological components of human sexual behavior are investigated through analysis of ethological, cross-cultural and contemporary research. Prerequisite: PSY 105, 106 or permission of instructor.

Hager

Full course second semester.

207. + Social Psychology

Examination of selected aspects of interpersonal behavior including theories of social behavior, socialization, conformity, group decision making, attitude change, altruism, aggression, crowding, friendship formation and maintenance, human sexual interaction, social perception, attribution, intergroup relations, e.g. prejudice, conflict and cooperation, social factors in populations, applications to mental health. Prerequisite: PSY 105.

Samson

Full course first semester.

210.* Psychological Assessment

Emphasis will be placed on the development of a knowledge and understanding of the various types of standardized psychological tests and their use as diagnostic tools. Examples will be presented from active case histories. Prerequisite: PSY 105. Offered alternate years.

Isotti

Full course second semester.

215. Psychological Principles of Rehabilitation

The major focus of the course will be to explore psychological principles, both theoretical and practical, involved in rehabilitation. It will center specifically on physical disabilities, emotional and learning disabilities. It will also examine the effect of the disability on the individual and the peer system, family system, and social systems. Attention will be given to pragmatic strategies for helping the disabled, with special focus on students' experiences. Prerequisite: PSY 105. Offered every year.

Full course either semester.

220. Abnormal Psychology

A consideration of: mental deviation from the normal; the etiology and description of various symptom categories including the changes brought about by D.S.M. 111; consideration of major explanatory systems; a survey of methods of diagnosis and study of abnormal mental processes; methods of treatment and rehabilitation. Prerequisite: PSY 105. Recommended: PSY 106.

Isotti, Johnson

Full course either semester, summer.

245. Seminar: Psychology of Women

An examination of current theory and research pertaining to women including psychoanalytic theory, social learning theory, sex roles, and sex differences. Enrollment limited to twenty students. Prerequisite: PSY 105.

Feinstein

Full course second semester.

250. History and Systems of Psychology

A seminar-like presentation of the evolution of psychological concepts from the 18th century to the present. Emphasis is placed on the contributions from philosophy and the physical sciences in the early stages of the science leading to the development of the modern theoretical approaches and systems. Prerequisites: 2 courses in psychology including PSY 105. Offered alternative years. Required of majors in the B.A. program.

Johnson

Full course second semester.

256. Interviewing and Counseling Skills

The aim of this course is to develop an understanding of the interview process along with the socio-cultural factors present in interview and counseling situations. Emphasis is placed on the rationale and application of specific interviewing techniques in varied social, counseling, rehabilitative or therapeutic settings. Students will learn to identify and deal with impeding factors found in various interviews. Students will participate in classroom demonstrations and role-playing of various types of interviews, such as: counseling, disciplinary, guidance, personnel, and rehabilitative, along with traditional demonstrations of the mastery of the theoretical material. Prerequisite: PSY 105. Strongly recommended: PSY 106.

King, Turlick

Full course either semester.

262. Quantitative Methods in Psychology

The aim of this course is to introduce students to the analysis and interpretation of research data and research designs. Topics covered are: descriptive statistics, probability, sampling and estimation, and hypothesis testing. Required of all psychology majors. It is strongly recommended that students taking this course demonstrate competence in basic mathematical skills through a satisfactory score on the Mathematics Placement Examination or successful completion of Mathematics IDC 111. Prerequisite: PSY 105.

Demick, Dwyer

Full course either semester, summer.

263.* Advanced Quantitative Methods

This course is a continuation of Psychology 262 on an advanced level. Topics covered are: linear regression, correlation, experimental design, analysis of variance, and non-parametric statistics. Prerequisites: PSY 105, 262.

Full course either semester.

265. Psychology of the Family

This course will cover the spectrum of psychological problems that occur in families and influence the behavior of family members. Topics covered include: alcohol and substance abuse, behavior disorders, financial stress, social and professional inadequacies, sexual dysfunction, extra-marital affairs, illness, disability, separation, death of a spouse, death of family members, in-law problems. Enrollment is limited. Department permission is required. Offered alternative years.

Feinstein, Turlick, Demick

Full course either semester.

285.* Survey of Group Interaction Techniques

The purpose of this course will be to present in lecture form a broad general overview of the various approaches to and perspectives on small group interaction. It will survey the history and basic concepts of group interaction and the composition of group goals and outcomes. Appropriate readings and a research paper will be assigned. This course may be chosen instead of Psychology 385 as fulfilling course requirements for the program in Rehabilitation Counseling. However, there is value in taking this course in addition to PSY 385. Prerequisite: PSY 105.

Isotti

290. Management Psychology

The relationships between people in the work environment are examined from the following two perspectives: (a) managers' interactions with employees with reference to production and job satisfaction; and (b) interactions between managers and others effecting organization goals (unions, other managers, committees, etc.). Specific topics discussed include the scientific management movement, contemporary perspectives on work, decision-making, bargaining, incentives, theories X and Y, leadership, effective organization structures, stress, and personnel psychology.

Samson, Hill, Corea

Full course either semester.

300. Principles of Experimental Psychology: Methodology

A general course in the application of scientific method to psychology. Emphasis is placed on various methodologies of psychological research. Laboratory involves data collection, analysis and interpretation of results and report writing. Three hours lecture, two hours laboratory. Prerequisites: PSY 105, 262.

Johnson, Demick

Full course second semester, summer.

301. Experimental Psychology I

An intensive course in experimental psychology emphasizing the particular subject areas of sensation and perception. Laboratory includes advanced projects and opportunity for individual laboratory studies. Three hours lecture, three hours laboratory. Prerequisites: PSY 105, 262. Required of Psychology majors in the B.A. Program.

Johnson

Full course first semester.

302. Experimental Psychology II

An intensive course in experimental psychology emphasizing the particular subject areas of conditioning, human learning, and motivation. Laboratory includes advanced projects and opportunity for individual laboratory studies. Three hours lecture, three hours laboratory. Prerequisites: PSY 105, 262. Required of Psychology majors in the B.A. Program.

Johnson

Full course second semester.

312. Psychology of Learning

The study of principles and theories of learning including respondent conditioning, operant conditioning, generalization and discrimination, human verbal learning and information processing. A theoretical complement to the study of behavior modification. Classical and contemporary theories are presented. Prerequisites: PSY 105 and permission of the instructor. Offered alternate years.

Johnson

Full course first semester.

325. Experimental Child Psychology

Principles of scientific research and basic research methods in psychology are presented using children as the subjects studied. Observation, experimental and nonexperimental methods are considered with emphasis on research designs most appropriate to child and developmental psychology.

Demick

Full course second semester.

330. Theories of Personality

The nature, development, theories and methods of investigation of personality. Theories of trait organization and personality types are evaluated. Prerequisite: PSY 105. Offered every year. Required course in the B.A. Program.

Isotti

Full course first semester.

333. Behavior Modification

Principles of human behavior change based upon behavior therapy, social learning and operant conditioning techniques. This course includes the study of positive control, aversive control, modeling behavior, token economy systems, and extinction procedures used to produce change in human behavior. Applicable to educational, social counseling, and therapy settings. Recommended for future teachers, social workers, counselors and therapists. Prerequisites: PSY 105 and at least one other psychology course, preferably 262 or 300 or 301.

Hager, Thibodeau

Full course second semester.

335. Emotions and Behavior

The study of the early theories of emotion. An investigation into the anatomy of emotions, the biochemical bases of emotions, and the various determinants of behavior (prenatal, sex differences). Special emphasis on the environmental determinants of emotional states, stimulus isolations, patterns of mothering, population density, etc. Prerequisite: PSY 105. Offered alternate years.

Hager

Full course second semester.

345. Physiological Bases of Behavior

An explanation of current knowledge concerning the relationship between anatomy and physiology on the one hand, and behavior on the other. Although the focus will be on the central nervous system, other structures having wide ramifications for behavior—such as sex differentiation, cardiac, endocrine and gastrointestinal systems—will be studied. Prerequisite: PSY 105. Offered alternate years.

Full course first semester

362.* Psychology of Motivation

A comprehensive study of classical and contemporary theoretical approaches to the motivation of human behavior. The topics considered include: instinctive behavior, emotions, primary and secondary motives, arousal, conflict, social motivation, and assessment of motives. Theoretical approaches presented include: Psychodynamic, Behavioral, Cognitive, and Field-Balance Theory, and Physiological. Prerequisite: PSY 105 and at least two other psychology courses. Offered alternate years.

Johnson

Full course second semester.

385. Group Process

This course offers experience in group interaction to examine group and individual reactions to varied counseling circumstances. The program is designed to assist individuals planning to enter the fields involving counseling to experience, evaluate and deal with their own perceptual and emotional reactions so that they will be better prepared to respond effectively to the needs of clients. Through encounter and role-playing, members of the group will have the opportunity to sharpen their awareness in interpersonal relationships. Permission of instructor required.

Isotti, Turlick, King

Full course either semester.

*Not offered 1985-1986.

390. Maturity and Old Age

The purpose of this course will be to study the developmental tasks of the time of life usually referred to as the adult years. The focus will be on the normal adjustment processes, both biological and psychological, during this period of life involving such topics as courtship behavior, occupational and vocational choices, achievement, marriage, parenthood, menopause, aging, and concerns about death. Prerequisite: PSY 105.

Isotti

Full course first semester.

395. Psychology of Aging

The course will concern itself with the theories, techniques and methods of observation. Special emphasis will be given to the way various age-related biological, psychological and sociological changes interact within the framework of the developmental tasks of the later years of life. Permission of the instructor required.

Isotti

Full course second semester.

400. Directed Study

In special cases, with departmental approval, a student may pursue a specialized area in psychology under the personal direction of one or more members of the department. The student's program and progress will be under departmental review.

Members

Full course either semester.

415-416. Internship In Psychology

Supervised experience in rehabilitation, clinical or experimental settings designed for psychology majors. Prerequisites include six courses in psychology and permission of instructor. This course can be combined with the Senior Directed Project (430-431). Students must preregister one semester in advance and assume responsibility for transportation to placement sites. Credit for the internship is granted upon completion of both semesters.

Turlick

Full course each semester.

417-418. Gerontology Internship

The gerontology internship affords the student an in-depth supervised field experience in such areas as gerontological social services and rehabilitation therapies (physical, occupational, recreational, home care and related legal services). One year of internship will be required in an approved field agency. Students must apply one semester in advance to the chairperson of the department and assume responsibility for transportation to placement sites. Permission of instructor required. Credit for the internship is granted upon completion of both semesters.

Turlick

Full course each semester.

426.* Gerontology Seminar

The seminar is designed as a year-long (half course each semester) multidisciplinary course concerned with current issues related to the aging process. Various disciplines will be represented, such as psychology, sociology, social work, the biological sciences, medicine, psychiatry, history, economics and political science. Topics that will be discussed may be demographic trends, the aging process, cross-cultural comparison of aging, social attitudes toward old age, sex and adjustment in later life, retirement, death and dying, discussions of the current service delivery programs for the elderly, and other related subjects. From time to time guest speakers who are authorities in their field will be invited to speak. Students will be expected to develop a term paper integrating the various areas of presentation. Permission of department chairperson required.

Isotti and Members

Full course second semester.

428. Senior Seminar In Psychology

This course will deal with current issues in the field along with state of the science presentations in various areas of research. Themes which will be explored include: the mental testing controversies; mental health delivery systems; frontiers of research in neurological models; frontier of research and application of the humanistic-actualization model, and others as chosen by the professor in charge. Each student is required to do extensive library research and to give a major oral presentation during the term. This is a required course for Psychology majors in the B.A. program and is open to other students possessing sufficient background. Enrollment by permission of the instructor.

Johnson and Members

Full course second semester.

430-431. Senior Directed Research

Type A: The student, with faculty direction, selects a problem area, develops a program of experimentation and submits a proposal to the faculty for that program. If accepted, the program is carried out with faculty supervision and is described in both written and oral form at a departmental review at the conclusion of the year. The program is to be experimental, involving the manipulation of variables under carefully controlled conditions. Type A program is necessary for those in the traditional B.S. Psychology program. Prerequisites: PSY 105, 262, 301, 302.

Type B: The student, with faculty direction, selects a problem area, develops a program of careful observation and experience, submits a proposed detailed history of the area of interest and the student's device for learning more about that area by her experience. The student, by researching the professional literature, may also place her experience within the conceptual framework of a recognized theory. If accepted, the program is carried out with faculty supervision and the results are submitted both in oral and written form at a faculty departmental review at the conclusion of the year. Type B may be used in the B.A. and Rehabilitation Counseling programs. Prerequisites: PSY 105, 262, 301, 302. Credits granted upon completion of both semesters.

Johnson and Members

Full course each semester.

Special Programs in Psychology

Rehabilitation

The program is designed to equip each student with the requisite knowledge and skills to assist the disabled in assuming or resuming their appropriate place in society. Through a combination of course work and field work, the student is prepared for employment as a paraprofessional or professional rehabilitation worker. A supervised year-long internship in rehabilitation agencies and involvement with community volunteer organizations augments the course work. A major objective of the program is to relate the liberal arts background to this "helping profession."

Emmanuel College Program in Gerontology

Department of Psychology

The purpose of this program is to provide a superior educational experience for the student in the science of Gerontology and its applications in geriatrics. The program is designed to afford the student a broad liberal arts background coupled with a multidisciplinary concentration in the study of the aging and the aged. In this way, students are encouraged to develop their intellectual and creative capabilities while acquiring the basic skills and knowledge of the field. The program can be either a preparation for graduate study or for the application of one's skills through employment in various public and private institutions and agencies offering services to the aging population. The academic program will be augmented by a carefully supervised year-long internship.

The Gerontology curriculum includes 10 required courses in Psychology, two in Biology and five additional courses from the Social Sciences and Philosophy. A total of 17 courses are required for a concentration in Gerontology. The degree granted at the completion of this program is B.S. in Psychology.

Psychology: Required Courses

- 105 General Psychology
- 215 Psychological Principles of Rehabilitation
- 256 Interviewing Skills and Counseling Skills
- 262 Quantitative Methods in Psychology
- ** Experimental Psychology—one semester
- 390 Maturity and Old Age
- 395 Psychology and Aging
- 417-418 Gerontology Internship
- 426 Gerontology Seminar

** May be selected from PSY 300, 301, or 302 with the approval of the program adviser. Those attending during the day should take either 301 or 302.

Sociology

Britta Fischer, Ph.D. *Chair*.

Betty Farrell, Ph.D.

Gloria Garfunkel, Ph.D.

Claire Larracey Lang, Ph.D.

Sister Marie Augusta Neal, Ph.D.

The major in sociology is planned to provide cross-cultural, historical and theoretical perspectives on social groups in their many cultural expressions and forms. American society is analyzed in comparison with its European, Asian, African and Latin American counterparts. The institutions found within all societies: population, the economy, political systems, the family, education, the law and religion, science and technology are studied historically and comparatively.

The sociology concentration relates to other disciplines in the college by drawing upon the intellectual and cultural traditions that they represent, and by seeking to develop the critical perspective needed to foster social change in the interests of social and economic justice in the city, the society and the world.

Departmental requirements in theory and research provide the basis for choosing electives which examine such topics as social class, racial and sexual oppression, work and industrial relations, political structures and ideologies. Courses also focus on the role of religion in society, cultural and symbolic behavior, modernization, conformity, deviance and social conflict. To help the student develop skills in analysis, and at the same time to prepare for more immediate job opportunities, an expanded emphasis on research methods including an internship has been made an integral part of the program.

Courses Recommended for Divisional Requirements Include

101, 103, 203, 204, 206.

Required Courses for Departmental Concentration

101, 218, 301, 400 and six additional sociology courses.

Research requirements: 218. Fee \$40.

Senior Requirement: 400 (In certain cases 401, Directed Study or 402, Directed Research may be substituted)

Students planning on graduate school in sociology or related fields should take MTH 112, Introduction to Statistics, as most graduate programs now require this.

Required Courses for Interdepartmental Concentration

101, either 218 or 301.

Requirements for Secondary Teaching

A student who wishes certification as a secondary school Social Studies teacher must be an interdepartmental major with five courses in sociology and political science to fulfill the major requirements. In addition, two courses in economics and two courses in history are also required. Courses required; SOC 101, 102, 218, 301, and one other sociology course; PSC 101, 102 and any other three courses; HST 225, 233, ECO 101, 102

Students who wish to be certified as a secondary school teacher of Behavioral Science must take the following 12 courses: SOC 101, 103, 201, 204, 218; PSY 105, 106, 142, 250, and one of the following courses: 207, 210, 312, 330, 362; HST 233, 234

Special Programs in Sociology for Non-Majors

The Sociology Department offers five minor concentrations, composed of five or six courses, to develop sociological competencies for entry level professional employment. These minors are open to students majoring in a subject other than sociology. Sociology majors who wish to incorporate the course sequence suggested for a sociology minor into their major courses may request from the registrar a notation on their transcript.

1. *Minor in Sociology.* This program allows the student to pursue her interest in sociology with a maximum of choice. Required courses: 101, either 218 or 301 and 4 additional courses.
2. *Minor in Community Service.* Skills and understanding necessary for human service work in public and private agencies are conveyed in this concentration. An internship placement is an integral part of this program. Required courses: 101 or 102; 218, 402, and three of the following 201, 202, 204, 205, 215.
3. *Minor in Labor Research.* In this specialization the student will acquire the skills to undertake social research in the area of labor organizations and the labor market. Required courses: 102, 202, 211, 218 and ECO 365.
4. *Minor in Religion and Society.* Students are prepared through this minor for new futures in ministry and church-related service. The courses of the program provide a global context for the understanding of religion and social development in American society. Required courses: SOC 102, 204, 206, 306; TS 301 and one of the following: TS 263, 265 or 341.
5. *Minor for Elementary Education Majors.* 101, 102, 103, 204 and one of the following: 201, 205, 206, 218.

101. + * Introduction to Sociology:**Analysis of Society in World Perspective**

The political, social, cultural and economic structures of modern society. Beginning with world issues or local issues the interrelationships of the political, economic, cultural and social dimensions of groups are examined with the objective of determining how people organize themselves to manage their human affairs, struggle for survival, and develop new directions and new social forms through time. Changes in the size of populations is taken as a basic factor in social analysis.

Neal

Full course first semester.

102. * American Society

An analysis of the basic institutions of American society—the economy, political structure, family, education, religion, social, ethnic and class relations. Attention will be paid to the historical development of these institutions as well as to their contemporary functioning.

Lang

Full course second semester.

103. + * Introduction to Anthropology

A survey of the discipline of anthropology covering the evolution of *Homo sapiens*, through the development of culture and an examination of human nature, institutions and ways of life. A comparison of selected societies and cultures representing the band, tribe and peasant levels. The effects on non-literate societies of contact with modern civilizations. Recommended for divisional requirement.

Fischer

Full course second semester.

201.* Sociology of Deviance and Social Control

This course seeks to develop a distinctly sociological perspective for understanding the process by which some behavior comes to be identified as problematic or deviant. It compares, analyzes, and critiques the moral, psychological, and biomedical models that have been developed as theories for understanding deviance. It seeks to understand the conceptions of deviant or problem behavior that are reflected in the various punitive and therapeutic enterprises that have been established to manage such behavior, including prisons, psychiatric hospitals, social welfare bureaucracies, and the therapeutic and counseling professions.

Lang

Full course first semester.

202. + Sociology of Work

A comparison of work and occupational systems at different historic periods and in a variety of cultures leading to an analysis and evaluation of the present division of labor. Special attention is given to the composition of the labor force, fluctuations in the labor market and its consequences, informal and formal work organization, egalitarian and bureaucratic models, as well as contemporary issues such as the work ethic and alienation.

Fischer

Full course first semester.

203.* + Foundations of Modern Social Thought

This course explores the intellectual and social foundations of distinctly modern, Western views of the social and political world: the conceptions of freedom, individualism, liberty, power, equality, rationality. These ideas will be traced through the Reformation, the Scientific Revolution, the Enlightenment, Romanticism, the Industrial Revolution so as to develop a sociological understanding of the development of ideas and ideologies.

Lang

Full course first semester.

204. + * Race and Ethnic Relations

An analysis of the various theoretical perspectives used to interpret the origin and function of racial, ethnic, and religious cleavages in society. Issues such as the psychology of prejudice, the class basis of race relations, cultural determinants of racial and ethnic patterns, the historical experience of different groups, and the relevance of race to political systems will be discussed with special attention being given to Jews, Blacks and American immigrant groups.

Lang

Full course first semester.

206.* + * Comparative Cultural Institutions

A comparative study of Eastern and Western societies to determine how work gets done, and life is lived, what ideological differences are operative, and how the culture relates to these factors, the changing roles of women, the changing structure of religion and education are emphasized. China, Japan, South Africa and the USSR are compared with reference to the United States.

Neal

Full course second semester.

211.* □ Social Class and Power

What are the origins, forms and consequences of the unequal distribution of wealth and power in American society? Social class and caste will be examined in light of the history and present state of labor, corporate and governmental structures. Alternatives to the existing class divisions will also be discussed.

Full course first semester.

□ Offered in summer sessions.

* Not offered 1985-1986.

215. Sociology of the Family

Comparative historical and theoretical analysis of the family as a social institution. Emphasis will be on the modern American family from the perspective of the continuity and change in roles, attitudes, and behavior in Western families over time. The course will pay particular attention to such issues as the changing role of women in the family and the economy, the impact of social class on family life, social change in the family and in society.

Garfunkel

Full course second semester.

218. Methods of Social Research

Introduces students to research design and techniques of observation and analysis of data, including the sample survey, field and laboratory observation, content analysis of symbolic interaction and statistical computation. Laboratory sessions of scale construction, interviewing, observation coding and preparing materials for computer processing will be included along with a brief experience in the field. Special methods will be presented by different members of the department. The ethics of research will be included. Fee: \$40.

Neal

Full course first semester.

280.* Culture and Society of Modern Germany

The course examines the social context of Germany's major contributions—both positive and negative—to the human experience. Among these are in religion: the Reformation; in music: the concentration of genius and innovation exemplified by Bach, Mozart and Beethoven; in painting and architecture: the Expressionists and the Bauhaus School; in science: Einstein and Planck; in literature: Thomas Mann and Bertolt Brecht; in the social sciences: Marx, Nietzsche, Weber and Freud; in politics: Social Democracy, Fascism, and the division into two Germanies since World War II. Parallels will be drawn, where appropriate, with the traditions and development of other European societies. In addition to lectures and readings in English, students of German will have readings and separate discussion in German.

Fischer

Full course first semester.

301. Sociological Theory

An introduction to classical social theory with primary emphasis on the works of Marx, Weber, Durkheim, and Freud. Contemporary theories including structural-functionalism, interactionism, and conflict theory are examined for their contribution to critical social analysis.

Neal

Full course second semester.

306. Sociology of Religion**

A re-examination of the relationship of religion to social structure and social change in the light of recent societal changes in Latin America, Africa and the United States. The rise of new religions and in the sixties and seventies, the emergence of the moral majority in the 80's as well as social justice activities and liberation theology in traditional church settings will be examined.

Neal

Full course second semester.

319. Women in Society**

An examination of the role of women in society, drawing on the interdisciplinary literature from psychology, history, anthropology, and sociology. We will assess the explanations from these different disciplines of sex role differentiation, patterned gender inequality, and the status of women in a variety of social and cultural contexts. The changing position of American women as workers and as family members will also be investigated in detail through historical and contemporary evidence. Through these investigations we will attempt to define and assess the contribution of distinct feminist perspective.

Farrell

Full course first semester.

322.* Sociology of Art and Literature

A broad survey of the relation of culture to social structure. This course will examine various aspects of literature and art as products of culture in order to consider such questions as: what is the difference between "high culture" and "popular culture"? who are the producers and consumers of culture and what role do they play in society? how do institutions shape the production and distribution of culture? in what ways does culture reflect the social order?

Farrell

400. Seminar in Sociology

An intensive focus on major theoretical writings in a designated field of sociology.

Lang

Full course second semester.

401. Directed Study

Students, with a faculty member, select, read and discuss classical and contemporary sociological works. Open to senior sociology majors with departmental approval.

Full course each semester.

402. Directed Research

Individual research directed by members of the department. Open to senior sociology majors with departmental approval.

Full course each semester.

403. Internship

Supervised experience in social service, research, business or educational setting, leading to preparation of analytic paper. Permission of department required.

Members

Full course each semester.

SOC/IDC 207. The City

This course studies the historical origins of cities and urban development throughout the world. With Boston as its laboratory, "The City" explores the economic, social, political and technical aspects of a large American metropolitan area. In order to provide a concrete understanding of urban problems and problem-solving strategies, the course will examine the transportation system as an arena of conflict as well as cooperation in the process of creating a more humane urban environment that meets the needs of people.

Cusack, Fischer

Full course second semester.

SOC/IDC 208.* □ Women in Literature and Society

This course will examine the lives of women and the socio-historical forces that shape them. It will look at the development of the concept of a separate women's sphere in the nineteenth century and will trace the increasing diversity in women's experience as well as the growing contradictions in the perceptions of their roles. Finally, in the twentieth century, it will illustrate how women are re-evaluating their place in society. The course will use literature by and about women and social-historical sources to illustrate the complexity of women's experience.

Cusack, Farrell, Mason

Full course first semester.

SOC/IDC 301.* Social Analysis and Theology

Team-taught by members of the Sociology and Theological Studies departments, the course explores the meaning of human liberation from a sociological and theological perspective based on social analysis. Models of development and social change related to current national, Church, and global issues will be discussed and critically analyzed.

Beauchesne, Fischer

Full course first semester.

SOC/IDC. 304.* Political Commitment and Theology

Team-taught by members of the Sociology and Theological Studies departments, the course surveys the historical and political dimension of the Church and its theological implications. Based on analyses offered by the discipline of sociology, the course further explores current political issues from a scriptural and theological perspective. Issues such as liberation movements, the arms race, world hunger and multi-national corporations, and Christian political commitment will be discussed and analyzed.

Beauchesne, Fischer

Full course.

SOC/IDC 305.* Cultural Themes of 19th Century

Using materials and interpretations from art, science and sociology, this course will deal with the major cultural ideas and expressions of the 19th century Europe and America, their antecedents and consequences. Among the themes to be discussed are: nature and culture, the rise of technology, democratization and class relations, philanthropy and social reform, and conceptions of human nature and society. The course will culminate in an examination of the 'new consciousness' which emerged during the latter years of the 19th century and the early 20th century.

Lang, Procaccini

Full course second semester

*Not offered 1985-1986.

□Offered in summer sessions.

Theological Studies

Reverend Richard J. Beauchesne, OM.I., Ph.D.,
Chair

Reverend James W. De Adder, Ph.D., J.D., S.T.D.

Reverend Raymond J. Devettere, Ph.D.

Britta Fischer, Ph.D.

Sister Jeanne Gallo, S.N.D., M.S., Cand. Ph.D.

Reverend Stanley Harakas, Ph.D.

Margaret D. Hutaff, Th.M., Cand. Th.D.

Sister Marietta Mahoney, S.N.D., Ph.D.

Sister Rea McDonnell, S.S.N.D., Ph.D.

Donald J. Procaccini, Ph.D.

Barbara A. Radtke, M.A., Cand. Ph.D.

Michael St. Clair, Ph.D.

The members of the Theological Studies Department at Emmanuel College are deeply aware of the impact of religion on today's society. Religion, which until recently was reduced exclusively to the private sphere of life, is now seen as a powerful force that can bring about individual and personal change as well as social, political, and economic structural changes. The Theological Studies Department's faith presupposition can be formulated as follows: God is self-revealing in our world to liberate us totally as human beings—spiritually, bodily, and socially. God comes to us in our minds, in our hearts, and in the events that confront us daily. We respond in personal prayer, communal worship, and through a life committed to the betterment of individuals and society.

One's understanding of religion can lead individuals and organized groups of people to work toward effecting systemic changes affecting issues that touch our everyday life such as racial and sexual minorities, abortion, poverty, the defense budget, foreign policy, the family, education, war, and peace. Theological Studies at Emmanuel College seriously take into consideration the momentous problems related to our life today in order to discover creative and liberating ways of dealing with these issues in the light of scripture, religious traditions and contemporary theological reflection. Special consideration is given to the Catholic tradition.

For students who wish to acquire a major in Theological Studies, the department offers *four* possibilities:

1. A Theological Studies Major specifically related to Liberal Arts
2. A Theological Studies Major specifically related to the discipline of Theology for ministry and/or graduate studies
3. An interdepartmental major
4. A double major (in conjunction with one other department)

Theological Studies Major Specifically Related to Liberal Arts

This major maximizes the resources for the students interested in exploring varieties of religious experience and who wish to undertake the study of religion in the context of its enhancement for the understanding of the humanities and the arts.

Required

101 Humankind's Quest for Transcendence, (or 102*); 210 Biblical Studies; at least two courses within the following categories*: Religious Traditions 202 to 208, Interdisciplinary Courses 300 to 304, Topical Courses 261 to 266; and 453 Directed Research; plus one additional TS course. *Ten* courses are required in all.

Theological Studies Major Specifically Related to the Discipline of Theology

This major addresses itself to the student who wishes to ready herself for ministry and/or graduate studies.

Required

101 Humankind's Quest for Transcendence, (or 102*); 213 & 214 Scripture and Ministry: The Hebrew Tradition—Old Testament, and Early Christian Writings—New Testament; 254 History of Christian Theology or 311 Christian Theologians; 332 Christ and Human Liberation; 341 Church: A Prophetic Community; 453 Directed Research. The remaining three courses are to be chosen according to the basic interest of the student. *Ten* courses are required in all.

Interdepartmental Major

This major is offered by the Theological Studies department in conjunction with another department in the College. For example, a student may acquire an interdepartmental major in Theological Studies and Sociology (or Political Science, Economics, Psychology, etc.).

Required

101 Humankind's Quest for Transcendence, (or 102*); and four additional courses in Theological Studies, suggested by an advisor from the Theological Studies Department according to the career plan of each student. The other department also has its own requirements.

* 102 For non-traditional students who are unable to take day courses, after consultation with the chairperson.

Prerequisite 101 (or 102) does not apply to Educational and Pastoral Ministry (EPM) students who wish to take courses in the Theological Studies Department.

* * The categories are described on pp. 111-115.

Double Major

A student may wish to major in Theological Studies (as explained above) as well as major in another department of the College. The Theological Studies department requires *ten* courses in all.

Theological Studies Minors

The Theological Studies Department offers six minor concentrations composed of at least five courses including the two courses which are already required by the College for all students, and a final 15 page paper which analyzes and integrates the five courses. The minors are offered to students majoring in subjects other than theological studies. Such students may desire to prepare themselves for work in pastoral ministry or for graduate studies in theology, or to enhance their understanding of the humanities and the arts. The six minor concentrations are as follows:

1. *Minor in Systematic Theology*: for an understanding of theology as related to its foundations, methodology and basic content. TS 101, 210, 254 or 311, 332 or 241, one among the following: 261, 264, 241, 302, 303.
 2. *Minor in Theology & Society*: for an understanding of theology within the context of contemporary society and global perspectives. TS 101, 301, 262 or 265, one among the following: TS 263, 303, 304, 332, 341; and one of the following: SOC 101, 203, 211, 306.
 3. *Minor in Ecumenical Studies*: for an understanding of several religious faiths from the perspective of theological reflection on dialogue, unity and conflict. TS 101, four among the following: TS 201, 203, 204, 205, 206, 207, 208.
 4. *Minor in Theology & Philosophical Thought*: for an understanding of theology as related to reason as a tool of analysis. TS 101, 300, 311 or 254, and two courses in the Philosophy Department to be chosen after consultation with the latter.
 5. *Minor in Theology & Interdisciplinary Studies*: for an understanding of theology and other disciplines as related to the influence that disciplines have on one another, their respective methodology, and their fundamental unity in human imagination. TS 101, three among the following: TS 300, 301, 302, 303, 304; and one among the following: TS 262, 265, 266.
 6. *Minor in Ethical Theology*: for an understanding of the religious and moral dimension of our personal and social commitment to life. (TS 101, 210, 241, 242 or 244, one among the following: 241, 262, 265, 266, 301, 303, 304, 332.)
- The Department of Sociology also offers a minor in Sociology and Religion.

Foundational Courses

101. + Humankind's Quest for Transcendence (formerly, Foundations of Theology/201)

When we reflect on the meaning of our personal and political life, could a religious dimension emerge? Can we say that we are searching for God or is it that God is searching for us? This course attempts to identify and explore religious experience. Traditionally, the discipline of Theology approaches those questions in terms of revelation and faith. The quest for transcendence, as the topic for this course, provides the opportunity for the participants to be introduced to the dimensions and skills of theological reflection.

Beauchesne/Mahoney

Full course either semester.

102. + Revelation and Faith: Humanizing Presence of God

Reflection upon the Christian experience of faith through an anthropological study of God. The course approaches God's revelation as liberating the entire human reality—personal, social, cultural, religious and political—and concomitantly the course attempts to establish dialogue with world religions. Special attention is given to the methodological problem of studying religion within the Christian tradition, the crisis of religious language today, the use of myths and credal formulas to express God's mystery, and the limitations of culture.

Radtke

Full course fall semester 1985, 1986.

Religious Traditions Courses

202. + Catholic Tradition

A critical analysis, from scriptural, historical and theological perspectives, of issues that characterize Roman Catholic Christianity, such as sacramentality, tradition, the teaching Church, reason and "good works" as related to faith, and spirituality. Prerequisite: TS 101.

Mahoney

Full course first semester, 1985.

203. + Eastern Christian Tradition (Orthodoxy)

A theological approach to Orthodoxy from the perspective of mysticism, the nature of God in Trinity, the economy of the Son and the Holy Spirit, the Church, the way of union with God (*theosis* or deification), and the experience of divine light. Prerequisite: TS 101.

Harakas

Full course second semester, 1987.

204. + • Islamic Tradition

A study of Muhammed (the founder), the Koran (sacred writings), revelation, tradition, mysticism, time, history, sects and institutions in Islam. Prerequisite: TS 101.

Full course first semester, 1987.

205. + • Judaic Tradition

A survey of the historical development of Judaism through the ages, including an analysis of Jewish Sabbath and holidays, Jewish practices through the span of life, and Jewish attitudes towards current issues such as social justice and peace.

Berger

Full course fall semester, 1985.

206. + • Primitive Religions

An examination of world view and ritual in so-called "primitive" societies in relation to theories and function of religion. Prerequisite: TS 101.

Full course spring semester, 1986.

207. + • Protestant Traditions

A survey of the development of Protestantism with emphasis upon obtaining a basic understanding of key Protestant philosophers and theologians and their respective contributions to Christian thought. Readings in Luther, Calvin, Kant, Schleiermacher, Hegel, Kierkegaard, Barth, Bultmann, Tillich, and Bonhoeffer. Prerequisite: TS 101.

Radtke

Full course first semester, 1986.

208. + • World Religions

Study of the great systems of belief, with concentration on living religions of the East, chiefly Hinduism, Buddhism, Confucianism, Taoism, Judaism, Islam and Christianity. Cultural background, origin, sacred writings, teaching and development of contemporary forms. An effort to trace the spiritual formation of humankind through comparison of elements common to the world's religious traditions. A particular emphasis on ecumenical reflection. Prerequisite: TS 101.

Mahoney

Full course second semester, 1986.

Judaeo-Christian Scripture Courses

210. + • Biblical Studies

How did the Hebrew (Old Testament) and Christian (New Testament) Scriptures come about? Through readings in Scriptures, the course will examine the meaning of history, biblical traditions and composition (redaction) as well as the questions of inspiration, canonicity and interpretation. Prerequisite: TS 101.

Beachesne

Full course fall semester, 1985.

213. Scripture and Ministry: The Hebrew Traditions (Old Testament)

Introduction to the Hebrew Scriptures: the literary, political and theological history of Israel, from the establishment of the Covenant to the second century, B.C.E. Exegesis and application of the material to issues of contemporary social justice are emphasized.

Hutaff

Full course summer, 1985.

Full course first semester, 1985.

Full course second semester, 1987.

214. Scripture and Ministry: Early Christian Writings (New Testament)

Introduction to the New Testament and other early Christian writings, exploring the literature, history and theologies of the early Christian communities. Emphasis placed on the development of exegetical skills and their application to problems of social justice confronting the contemporary Christian community.

Hutaff

Full course summer, 1985.

Full course second semester, 1986 and 1987.

Ethical Courses

241. + Christian Ethics

Ethics as the specification of Christian love. How one becomes free for a moral response to one's fellow human beings and Christ. The role of Sacred Scriptures—Natural Law. What norms are available in facing today's complex moral issues such as abortion, preservation of life, right to know vs. right to privacy, sexual freedom, war and peace, and the rights of the underprivileged persons and nations. Prerequisite: TS 101.

De Adder

242. + Religious and Ethical Perspectives on Medical Issues

This course involves research into and application of ethical principles as illuminated by Christian Faith to aid in the solving of issues of conscience arising in medical areas such as genetics, prenatal screening, abortion, life-prolonging procedures, patients' right to information, experimentation, behavior control, and the duty to provide health care to those in need. Prerequisite: TS 101.

De Adder

Full course first semester, 1986.

244.* Christian Ethical Perspectives on Social Issues

Examination of the Christian ethical response to a technological society, with specific emphasis upon issues such as racism, sexism, world hunger, nuclear energy, disarmament, biological engineering and medical problems arising from conception and birth, illness, aging and death.

Gallo

Full course first semester, 1985 and 1986.

Historical Courses**251.* Early Christianity**

Readings in the Fathers of the Church and the first six centuries of Church History. Prerequisite: TS 101.

Mahoney

Full course first semester, 1986.

252.* Medieval Christianity

Readings in primary sources and Church history from the evangelization of Europe to Luther. Prerequisite: TS 101.

Mahoney

Full course second semester, 1987.

253.* Survey/From the Protestant Reformation to the Present Times**254.* History of Christian Theology**

The course will examine the various ways in which theology has been approached in history: theology as reflection on Scriptures, as mysticism, as a systematic rational endeavor, and as praxis. Selected theological themes, such as grace, justification, church, redemption will be discussed in terms of their respective historical development. Participants will be introduced to both theological methodologies and content from both historical and ecumenical perspectives. Prerequisite: TS 101.

Mahoney

Full course first semester, 1987.

*Not offered 1985-1987.

Topical Courses**261.* Christian Mysticism**

A theology of prayer presented through a critique of high points of Christian spirituality and mysticism. Forms of prayer of other great religious traditions (Hinduism, Buddhism, Zen) in relation to Christian traditional and contemporary practices. Prerequisite: TS 101.

Mahoney

Full course second semester, 1986.

262.* Peace and Social Justice

A scriptural, historical and theological exploration and analysis of contemporary global social issues, such as liberation movements, world hunger, multinational corporations and nuclear arms and energy. Prerequisite: TS 101.

Beauchesne

Full course second semester, 1986 and 1987.

263.* Theology and the American Experience

Study of the way in which historic and current American experience has influenced theological development. Special emphasis is given to: separation of Church and State, religious liberty and the rise of American civil religion. A critical evaluation will be offered concerning current interests in Indian religion. The occult and new forms of religion in America will also be studied. Prerequisite: TS 101.

Radtke

Full course first semester, 1985.

264.* Christian Worship

Worship approached through basic personal and communal experiences as these disclose Christian experience; this process leading to sacramental or symbolic expression in community celebration. Worship is seen as an expression of the entire Christian life, including commitment to the transformation of society where God's liberating grace through Jesus Christ is at work. Myths and rituals as well as Reconciliation and Eucharist receive special emphasis. Prerequisite: TS 101.

Beauchesne

Full course first semester, 1985.

Full course second semester, 1987

265.* Women in Church and Society

What are the roles of women in society and in the Church? Why is there more than one answer to this question today? Is there a relationship between the "women's" movement in society and the emergence of feminist theology? The course will explore the complexity of women's roles in western society, the history and rise of the women's movement, the emergence and diversification of feminist theology, and the issues facing women in the Church today. Prerequisite: TS 101.

Radtke

Full course second semester, 1986 and 1987.

266.* Theological Dimensions of the Media

Current issues as they appear daily in the media (newspapers/TV/radio) will be analysed and critically evaluated from a sociological, political and theological perspective. Prerequisite: TS 101.

Beauchesne

*Not offered 1985-1987.

Interdisciplinary Courses

300. + Philosophical/Theological Horizons

Team taught by members of the Philosophy and Theological Studies departments. The course will consider basic issues: the existence and nature of God, the nature and limits of knowledge, immortality, free will, the meaning of human existence, and the differences and similarities of the disciplines' approaches as well as the degree to which an understanding of each discipline is mutually beneficial. Offered for credit in either department. Satisfies second Theology requirement.

Radtko/Devettere

Full course first semester, 1986.

301. + Social Analysis and Theology

Team taught by members of the Sociology and Theological Studies departments. The course explores the meaning of human liberation from a sociological and theological perspective based on social analysis. Models of development and social change related to current national, Church and global issues will be discussed and critically analysed. Satisfies second Theology requirement.

Fischer/Beauchesne

Full course first semester, 1987.

302. + Art, Science, and Theology

Art, science and theology are three symbolic systems of knowing all of which are rooted in imagination. This team taught course using faculty from Art, Biology and Theological Studies, will examine the similarities and methodological differences related to each discipline. Important 20th century artistic, scientific and theological developments will be presented. Readings in Art, Science, and Theology will be analysed and compared. Satisfies second Theology requirement.

Proccacini/Beauchesne

303. + Christian Life-Styles: Being Single; Being Married (formerly, Christian Marriage)

Do we have choices in how we shape our life-style? What forces shape our relationships and life-style choices? What does being a Christian have to do with the choices we make of living our lives in relationships? This course examines the variety of life-styles from a Christian perspective in light of theology, psychology and sociology.

Beauchesne

Full course second semester, 1986.

304. + Political Commitment and Theology

Team taught by members of the Sociology and Theological Studies departments, the course surveys the historical political dimension of the Church and its theological implications. Based on analyses offered by the discipline of sociology, the course further explores current political issues from a scriptural and theological perspective, issues such as: the liberation movements, the arms race, world hunger and multi-national corporations. Christian political commitment will be discussed and analysed. Satisfies second Theology requirement.

Beauchesne, Fischer

Full course first semester, 1986.

Methodological Courses

311. + Christian Theologians

A critical study of fundamental theological questions addressed by past and modern influential theologians such as Aquinas, Luther, Barth, Bultmann, Congar, Küng, Rahner, Metz, and Nissiotis. The theological methodology of each one as well as their respective historical and cultural contexts will be analysed. Prerequisite: TS 101.

Mahoney

Full course first semester, 1986.

312. Religious Education/Methodology

Christological Course

332. Christ and Human Liberation

Christian commitment to human liberation as the point of departure for a Christological reflection. The course identifies conflicting world view of oppressors and the oppressed, and, in the light of this conflict, re-interprets traditional Christologies: the meaning of the personhood of Christ, his freedom, life, death, resurrection and mission.

Radtko

Full course summer, 1985.

Full course second semester, 1987.

Ecclesiological Course

341. Church: A Prophetic Community

Church seen as part of God's liberating mission to the world in the light of scripture, tradition and contemporary praxis. This study focuses upon interaction between the prophetic and communal dimensions of the Church which identify with the oppressed, denounce social injustice, announce and celebrate the good news of liberation.

Radtko

Full course second semester, 1986.

Full course summer, 1986.

Special Offerings

451. Internship

A combination of work, research and/or observation under supervision at an agency other than Emmanuel College; directed by a member of the faculty of Theological Studies. The internship must have a theological and/or ministerial dimension. Open only to majors. Prerequisite: TS 101.

Members

Full course either semester beginning first semester 1985.

452. Directed Study

Member

Full course either semester.

453. Directed Research

Seminar for majors in their senior year. Sources, biographical procedures and critique; analysis and theological interpretation to establish competence and method. Credit given only for satisfactory completion of the written report or its equivalent on an approved project. Prerequisite: TS 101.

Beauchesne with members of the department.

Full course either semester.

Health Care Administration

Frances Donahue, SND, Dr.P.H., *Program Coordinator*

Health Care Administration utilizes the interdisciplinary approach to develop the core curriculum for a Bachelor of Science degree. Based on the mission, goals, and philosophy of the College, the beliefs of the faculty about the direction of health care administration, and on the opportunities inherent in being part of a private school in an urban community, the following primary objectives of the Health Care Administration major are: 1) to prepare students for employment in Health Care organizations in both the private and public sectors; and 2) to prepare students for graduate learning in Health Care Administration fields.

The curriculum consists of content in the following areas:

- a. General Education:
The general education is defined as that which is required by Emmanuel College. Deficiencies in general education will be addressed as part of the admission process.
- b. Foundations of Management Practice:
1) Applied Psychology; 2) Mathematics; 3) Accounting; 4) Computer Science; 5) Statistics; 6) Economics; 7) Management Information Systems; 8) Political Science; 9) Business Law.
- c. Foundations of Health Administration:
1) Individual, social, and environmental determinants of health and disease; 2) Public health; 3) Health services delivery systems; 4) Health planning; 5) Financial management of health institutions; 6) Applications of organization theory to health services organization; 7) Roles and practices of clinicians; 8) Administrative ethics; 9) Health law.
- d. Faculty supervised field experience.

A minimum of fourteen courses (fifty-six credits) is required for the Health Care Administration major.

A three level conceptual framework is suggested for the HCA major:

Level One:

- ECO 101 or 102 Principles of Economics
- ECO 225 Financial Accounting
- COM 104 Computer Programming
- MTH 112 Introduction to Statistics
- HCA 302 Principles of Public Health
- BIO 234 Determinants of Health and Disease
- BIO 233 Human Nutrition

Level Two:

- PSC 250 Public Administration
or
- PSC 270 Law and the Health Professions
- ECO 235 Health Care Economics
or
- ECO 236 Economics of Health Institutions
- PSY 290 Management Psychology
- PHL 236 Health Administration Ethics
- HIS 410 History and Structure of U.S. Health Care Systems

Level Three:

- BSM 340 Principles of Marketing
- BSM 360 Financial Management
- SOC 218 The City: Its People and Institutions
- PSY 395 Psychology of Aging
- SOC 218 Methods of Social Research
- HCA 465 Health Care Administration Internship

302. Principles of Public Health

Basic to responding to increasing health care needs in society is the ability of higher education to prepare the necessary health care administrative personnel who are cognizant of approaches to health care. Health issues, even among health care providers, can be perceived in myriad ways. The two main perspectives are the medical care model and the public health model. This course introduces the public health model or health care for and by the community.

465. Health Care Administration Internship

The internship experience is an integral part of the curriculum model utilized in the development of the Health Care Administration program. This work experience is to relate directly to aspects of health care administration and thereby, to complement the knowledge and understanding of administration learned during the student's academic experience. The internship includes a Professional Seminar which is designed to serve as a Capstone Course for the Health Care Administration program.

Appendix

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- Donna Leuzzi, *Lecturer in Spanish*, B.A., Emmanuel College; M.A., Middlebury College
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- Eileen M. MacKenzie, *Lecturer in Computer Science*, A.B., Emmanuel College; M.S., Northeastern University
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- Mary G. Mason, *Professor of English*, B.A., Radcliffe College; M.A., University of Chicago; Ph.D., Harvard University
- Mary McCay, *Associate Professor of English*, A.B., Catholic University of America; M.A., Boston College; Ph.D., Tufts University
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- Bette F. Weiss, *Associate Professor of Biology*, B.S., Simmons College; Ph.D., Massachusetts Institute of Technology
- William R. Westland, Jr., *Lecturer in Economics*, A.B., Brown University; A.M., Boston University
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- Susan D. Zelman, *Associate Professor of Education*, A.B., Hunter College; M.A., Ph.D., University of Michigan

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College Calendar 1985-1986

Fall Semester

Sept. 3	Special Day of Registration. Residence Halls open.
Sept. 4	Opening of Classes at 8:30 A.M.
Oct. 14	Holiday—Columbus Day
Nov. 11	Holiday—Veterans' Day
Nov. 27	Thanksgiving Recess begins at 12:30 P.M.
Dec. 2	Classes resume at 8:30 A.M.
Dec. 11	Classes end at 9:20 P.M.
Dec. 12, 13	Reading Days. No exams may be given.
Dec. 16-20	Examination Period

Spring Semester

Jan. 20	Classes begin at 8:30 A.M.
Feb. 17	Holiday—Washington's Birthday
Mar. 7	Spring recess begins at 4:30 P.M.
Mar. 17	Classes resume at 8:30 A.M.
Mar. 27	Easter recess begins at 4:30 P.M.
Mar. 31	Classes resume at 8:30 A.M.
Apr. 21	Holiday—Patriots' Day
May 2	Classes end
May 5, 6	Reading Days. No exams may be given.
May 7-14	Examination Period
May 17	Graduation

College Calendar 1986-1987

Fall Semester

Sept. 2	Special Day of Registration. Residence Halls open.
Sept. 3	Opening of Classes at 8:30 A.M.
Oct. 13	Holiday—Columbus Day
Nov. 11	Holiday—Veterans' Day
Nov. 26	Thanksgiving Recess begins at 12:30 P.M.
Dec. 1	Classes resume at 8:30 A.M.
Dec. 10	Classes end at 9:20 P.M.
Dec. 11, 12	Reading Days. No exams may be given.
Dec. 15-19	Examination Period

Spring Semester

Jan. 19	Classes begin at 8:30 A.M.
Feb. 16	Holiday—Washington's Birthday
Mar. 6	Spring recess begins at 4:30 P.M.
Mar. 16	Classes resume at 8:30 A.M.
Apr. 16	Easter recess begins at 4:30 P.M.
Apr. 20	Holiday—Patriots' Day
Apr. 21	Classes resume at 8:30 A.M.
May 1	Classes end
May 4, 5	Reading Days. No exams may be given.
May 6-15	Examination Period
May 16	Graduation

1985

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1986

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28		30	31	25	26	27	28	29	27	28	29	30			
MAY							JUNE							JULY							AUGUST						
4	5	6	7	8	9	10	1	2	3	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	15	16	17	18	19	20	21	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	22	23	24	25	26	27	28	27	28	29	30	31			24	25	26	27	28	29	30
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			

To Reach Emmanuel

1. From LOGAN AIRPORT, MYSTIC RIVER BRIDGE, NORTH STATION, AND POINTS NORTH:

- a. Follow Storrow Drive to the "Kenmore Square, Fenway 1" exit. On exit ramp take left fork marked "Fenway 1S." Stay in right lane on Fenway exit ramp. At first lights, bear right toward "Boylston Street, Riverway." Take first left marked "Park Drive."
- b. Follow Park Drive to Sears Building, bearing left round the parking lot to The Fenway, Cross Brookline Avenue and turn right into Emmanuel.

2. From MASSACHUSETTS TURNPIKE:

- Take Exit 18, "Allston, Cambridge." Bear right toward Cambridge. Take the first right, and enter Storrow Drive going east. Take "Fenway 1S" exit. Stay in right lane on Fenway exit ramp. At first lights, bear right toward "Boylston Street, Riverway." Take first left marked "Park Drive." Follow directions as in 1.b. above.

3. FROM CAPE COD AND POINTS SOUTH:

- Follow Southeast (Fitzgerald) Expressway to Storrow Drive and follow directions 1a, above.

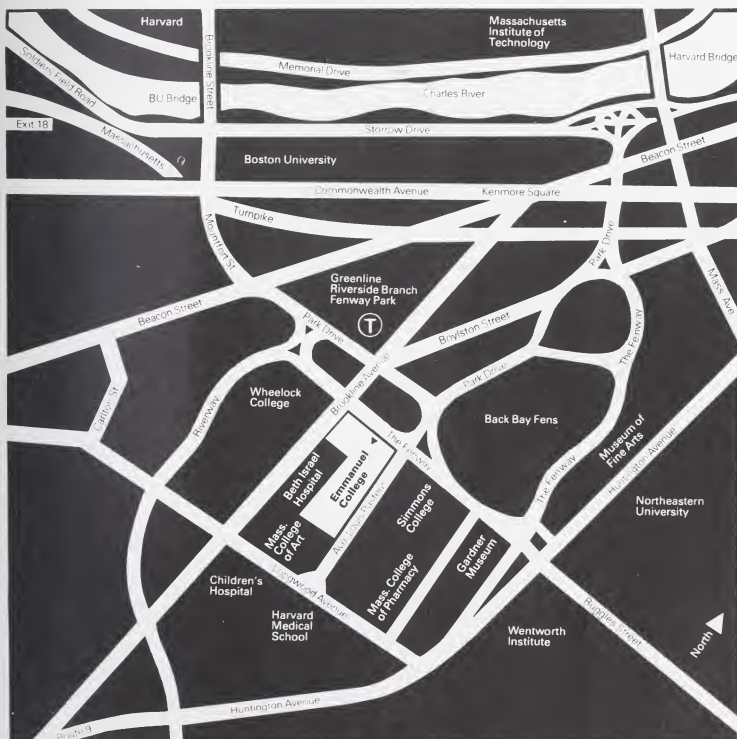
4. From HARVARD SQUARE, CAMBRIDGE, AND ROUTE 2:

- Take Boston University Bridge, go straight across MBTA tracks, and follow as road bears left onto Mountfort Street. Turn right onto Park Drive. Follow as it "becomes" The Fenway. Turn right into Emmanuel.

5. From SOLDIER'S FIELD ROAD:

- Soldier's Field Road "becomes" Storrow Drive. Take "Fenway 1S" exit. Stay in right lane on Fenway exit ramp. At first lights, bear right toward "Boylston Street, Riverway." Take first left marked "Park Drive." Follow as in directions 1.b. above

6. Via MBTA: Take Greenline "Riverside" Branch to Fenway Park Station. The campus is a short walk across Park Drive.



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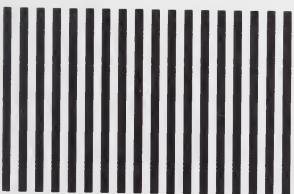
Emmanuel College

400 The Fenway

Boston, Massachusetts 02115



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I would like to receive additional information regarding the following areas of study:

- ☐ Accounting
☐ Art History
☐ Art Therapy
☐ Studio Art
☐ Bachelor of Fine Arts
☐ Bachelor of Science in Nursing
 (for R.N.s)
☐ Biology
☐ Biochemistry
☐ Business Management
☐ Chemistry
☐ Communication Arts
☐ Computer Science
☐ Dual Degree Programs in
 Engineering
☐ Economics
☐ Elementary Education
☐ English
☐ French
☐ German
☐ Gerontology
☐ Health Care
 Administration
 (for Continuing Education
 Students)
☐ History
☐ Italian
☐ Mathematics
☐ Medical Technology
☐ Music Education
☐ Music Therapy
☐ Philosophy
☐ Physics
☐ Political Science
☐ Premedical/Predental
☐ Psychology
☐ Rehabilitation Counseling
☐ Secondary Education
☐ Sociology
☐ Spanish
☐ Theological Studies

I am interested in:

- ☐ Programs for traditional students
☐ Programs for Continuing Education students.

PLEASE PRINT

Name _____
 Street _____
 City/Town _____ State _____ Zip _____
 Telephone _____
 (area code) _____ Town _____
 High School _____ Grad. Date _____
 Social Security Number _____
 Financial Aid ☐ Transfer Admission ☐
 Minority ☐ Athletics ☐
 Campus Tour and Interview ☐

Emmanuel College

400 The Fenway
Boston, Massachusetts 02115

1986-1987 Catalogue Update

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Other Changes	13
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1986-1987 Catalogue Update

New Courses and Programs

Biology

Minor in Human Biology

The minor in Human Biology seeks to provide students, especially those interested in careers in allied health or biomedical fields, with an opportunity to expand their understanding of the functioning of the human organism and human interactions with nature.

The minor in Human Biology will consist of a total of five courses which must include:

- 1) a two semester sequence (103-104; 121-122; or 150-151)
- 2) three additional courses chosen from either
 - a) courses which require no further background:
 - 204 Ecology
 - 233 Human Nutrition
 - 234 Determinants of Health and Disease
 - 242 Current Topics in Biological Research
 - 280 Genetics
 - and/or
 - b) courses which require additional prerequisites:
 - 271 Microbiology
 - 315 Immunology
 - 335 Cell Physiology
 - 350 Endocrinology
 - 420 Biological Systems and Pathophysiology

Computer Science

105 Computer Programming for Liberal Arts Students II

File-handling techniques thru BASIC programming. The true power of the computer lies not only in its speed of performance in data processing tasks, but in its ability to access files of data. This course explains what files are and how to use them, enabling the student to write programs which create, edit, and use files. Menu-driven program writing will be emphasized.

Prerequisite: 104.

111 Logo

Terrapin Logo, a procedural computer language, is studied as a programming language and will be introduced as a tool for developing critical thinking and problem-solving skills. In all its aspects — Graphics, Computation, Words and Lists, and Music — extensive Logo procedures will be written by the students in this highly-cumulative course which is a must for educators, and is extremely useful to all programmers for its unique list-processing capabilities.

Economics

380 Comparative Economic Systems

Readings and discussions will focus on a variety of 20th century economic experiences outside of the United States. Regions will include the Soviet Union and China, as well as selected countries in Asia, Africa, and Latin America. Issues will include the theory of planning, market vs. non-market economies, and strategies for growth within different economic systems.

Education

421 Teaching in Industrial and Technological Settings

This course is offered as a practicum for students who wish to have experience in teaching in either school or industrial settings which use computer technologies. Students are required to teach in this setting for a minimum of 20 hours per week and conduct a research project. (not offered 1986-1987)

English

224 The American Experience in Literature

The American Experience in Literature examines the various ways in which writers from many different backgrounds and ethnic groups write about being American and examine their experience as Americans. The course will cover different geographical areas, philosophical experiences and ethnic groups in order to understand how different perspectives both determine and are determined by being American. Writers include Mark Twain, Cather, Crane, Fitzgerald, Wright, Kingston, Shaw.

244 Major English Authors III

A study of fictional and poetic works of major authors at the end of the 18th century and in the 19th century representing the Romantic movement. Contrast of the dominant male tradition of literature with the separate tradition developed by women. Writers include Austen, Blake, Coleridge, Wordsworth, P.B. Shelley, Mary Shelley, Keats, Emily Brontë.

259 Shakespeare from Study to Stage

The course will combine the reading of five Shakespeare plays with a performance component in which students prepare scenes for class presentation. Thus, to the traditional textual focus will be added the theatrical dimension of translating the written word into that complex of speech and action which makes drama live. The course will meet for four hours per week. Both instructors will participate in all aspects of the course.

306 Basic Issues in Women's Studies

This course will examine some of the issues and themes raised by the new scholarship on women's experience. It will examine concepts such as patriarchy and power and topics such as the link between race, sex and class. Through studying literature, art, and sources from theology and religious studies, it will look at women's creativity, women's self-definitions and cultural images.

352 Major Victorian Writers

Important themes studied through major Victorian poets, novelists, prose writers and dramatists. Authors include Carlyle, Arnold, Dickens, the Brownings, George Eliot, Wilde and Shaw.

361 The English Novel

Analysis of major English fiction from the 19th century to the present with particular emphasis on how the genre gives narrative shape to such human issues as education, courtship and marriage, and survival. Novelists include Austen, Brontë, Dickens, Eliot, Hardy, Forster, Woolf, and Lessing.

250 Writing for the Mass Media: Journalism

An introduction to print and broadcast journalism, with emphasis on the basics of good news reporting and writing, including interviewing, research, writing leads, writing headlines, hard news, features, copyediting, and proofreading. Students will work on layout of a small newspaper and will gain some practice in newscasting on videotape, but the emphasis of the course will be on improving writing style.

251 Writing for the Mass Media: Public Relations and Advertising

This course will examine the different formats and approaches involved in writing copy for public relations and advertising. Students will practice writing ads, public service announcements, press releases, brochures, pamphlets, news and feature articles for newsletters, including some work with videotape. The fundamental skills of journalism will be applied to these other formats. Prerequisite: Eng 250 or permission of the instructor.

Health Care Administration

See page 117 for Health Care Administration.

Add the following:

*Health Care Administration
Certificate Program*

Brief Overview

The Health Care Administration Certificate Program is an adaptation of the popular Emmanuel College Health Care Administration Bachelor of Science degree program. The certificate schedule presents a concentration of courses which focuses on management skills necessary to good health care administration practice.

Description

Adults who have a baccalaureate degree and who wish to receive professional education and certification in the field of health care administration may apply for the certificate program. A minimum of eight courses is required. Consideration of previous education and work experience in health care administration may require modification of the courses listed below. Students with no previous exposure to the health delivery field may require additional courses.

Certificate Schedule

Principles of Economics
Financial Accounting
Law and the Health Professions
Health Care Economics
Health Care Ethics
Financial Management
Principles of Marketing
Health Care Administration Internship

All classes are offered in the evening and on Saturday mornings. Emmanuel College follows an affirmative action/equal opportunity admissions policy and admits both men and women to its certificate programs.

If an applicant meets College prerequisites, the minimum time to complete the Certificate Program is approximately one and a half years.

Philosophy, History and Interdisciplinary

203 + The Western Heritage (I): Life and Thought in the Ancient World and the Middle Ages

This course examines the ideas and experiences that shaped the values and institutions of Western peoples in the Ancient and Medieval periods.

204 + ° The Western Heritage (II): Life and Thought in the Modern Age

This course examines the ideas and experiences that shaped the values and institutions of Western peoples in the Modern era.

Sociology

250 Age and Civilizations

This course seeks to understand the aging process in its social context. The relationships between the generations of a society and the changing roles occupied by older members are examined in historical and cross-cultural perspective. The demographic, political and economic conditions which tend to marginalize the aging population in Western industrial society are analyzed, and positive, community-oriented approaches to housing, family life and health care problems receive special attention. (full course first semester)

311 Social Movements

This course will analyze the major political movements and ideologies that have developed in the United States since the late 19th century, including labor, socialism, women's rights, and racial justice. Attention will be paid to the differences between radical, reform, and reactionary movements and their respective bases of support. (second semester)

Master of Arts Degree in Human Resource Management

Brief Description

The master's program in Human Resource Management is designed to prepare professionals in the expanding role of personnel manage-

ment. The practitioner in this field works as a facilitator in the interaction between the employer and employee and is that person who enables the employee to develop to his/her fullest potential within the workplace. In many institutions, the human resource manager is the person who assures implementation of affirmative action regulations, develops and implements just and equitable hiring and staff development policies, and, in general, enables the organization and the individual to accomplish mutually beneficial goals. These positions exist in the public and private sectors.

Master of Arts in Human Resource Management: 9 courses, 2 internships (at least 33 credits).

Application Procedures

Courses in the program are open to degree and non-degree candidates. Successful applicants to this program will have:

1. A Baccalaureate Degree from an Accredited Institution (preferably, but not exclusively in a liberal arts discipline)
2. Work experience
3. High motivation as evidenced in written application and interview
4. Recommendation of employer and/or previous professors

Candidates formally apply after the successful completion of 6 graduate credits with grades of B or above. All degree applicants will take the Millers Analogies test which is administered several times a year.

Modes of Enrollment

- full time (12 credits per semester)
- part time (fewer than 12 credits per semester)
- summer sessions (maximum of 9 credits during a summer session)

Academic Standing

It is expected that all students receive B or better in each course and maintain a quality point average of 3.0. A quality point average lower than 3.0 places the student on academic probation.

Two successive semesters of academic probation will constitute cause for dismissal.

Course Descriptions

600 Legal Issues in Human Resource Management 3 credits

Critical to an understanding of effective human resource management is a knowledge and appreciation of the legal dimensions of this role. This course focuses on the identification of concerns and the development of informed and just solutions in such areas as affirmative action as it impacts on hiring and promotion practices, privacy rights, personnel record maintenance, OSHA, medical disability rights and compensation, and benefit entitlement including pensions, gifts, rewards, and their attendant tax considerations. Attention is also given to questions of substance abuse among employees as well as the rights and obligations of the employer and the employee in such situations.

601 Employee Relations and Labor Management Law 3 credits

This course focuses on employer/employee communications within the framework of the organization. Emphasis is placed on the role of unions, collective bargaining rights and agreements, arbitration, contracts, as well as on such topics as antitrust laws, federal and state regulations and their impact on and connection to management-labor relations.

610 Organizational Systems 3 credits

This course develops an understanding of the structure and functions of organizations, seeing the organization within its human context. Topics include: internal and external factors which determine the nature and development of the organization, the nature and dynamics of change, stimulation, product management, internal and external feedback mechanisms as well as methods of identifying economic, social, and attitudinal factors that alter such mechanisms with particular emphasis on the human contribution to effecting change within the organization. Case studies used.

611 Organizational Behavior 3 credits

This course provides the individual with the knowledge and skills which will enable him/her to understand human behavior within organizations and to facilitate the most effective development of people's potential. Topics include: motivation, communication, decision making, as well as a variety of management techniques and skills. Case studies will be employed in order to provide opportunity for analytical and critical examination of these various management approaches.

620 Training and Curriculum Design 3 credits

This course provides the student with an understanding of the impact of changes in the labor force and a variety of development models designed to

meet the training needs of adults. Topics include: employer and employee training and development, curriculum design, and performance evaluation.

630 Financial Aspects of Human Resource Management 3 credits

The course provides the individual with information essential to understand profit and loss factors of human resource management. Topics include: budget and management control processes, responsibility accounting, and approaches to financial decision making.

631 Information Management 3 credits

The course teaches the individual how to manage the flow of information necessary for human resource management. Computer simulation will be used to understand policy issues such as employment screening, pension funding and organizational flows. The course provides some instruction in BASIC but primary emphasis will be placed on appropriate software selection and application.

640 Ethics and Administration 3 credits

Critical analysis of the conceptual framework in which ethical problems between labor and management are understood, debated and solved. Topics to include: individual rights and responsibilities as employee/employer, freedom, power, and ethical issues affecting the workplace.

650 Effective Communication 3 credits

The effective Human Resource Manager will be able to communicate effectively with a variety of audiences in a concise and articulate manner. This course will focus on effective means of oral and written communication, using examples from both traditional and written formats as well as media presentations. Students will have the opportunity to present and to critique their own work as well as that of others. Stress will be placed on clarity and accuracy of expression as well as the development of excellent listening skills.

500 Workshop (no credit)

To keep current on the issues of managing change in human resource management, intensive workshops will be scheduled throughout the year which will feature experts in the human resource field.

Internship 6 credits

660 Internship: Human Resource Management I

661 Internship: Human Resource Management II

Internships are individualized to develop and refine skills needed by changing and demanding work environments. With appropriate academic advising and placement, a total of 6 credits must be fulfilled in ONE of three plans. Each separate plan includes a monthly required seminar.

Plan A

Successful completion of two separate internship

placements.
(6 credits)

Plan B

Successful completion of one internship placement (3 credits) AND development of a written case-study integrating research and study of human resource development and management. (3 credits)

Plan C

Extensive research in one chosen area, the results of which will be integrated into a case-study format appropriate for analysis and study of human resource development and management. (6 credits)

Some of the case studies may later be used in appropriate courses in the curriculum. The organization in which the individual works at the time of pursuing the degree may serve as a model for case-studies.

The following areas may be chosen for extensive research:

Organizational systems and behavior
Legal aspects of human resource management
Training, curriculum design and performance evaluation

Internship Placements

Depending upon the candidate's background and experience, degree requirements for the internship component may begin after successful completion of 4 courses in the program with a 3.0 grade point average.

Candidates must submit a completed internship proposal form one semester prior to the beginning of a proposed internship plan. Individual internship placements in the public or private sector will be appropriately matched according to the candidate's background, experience and career aspirations.

Changes In Requirements

Art

page 33

Art History Minor Program

Required Courses: 117, 241, 260, 377 (or 378), 392.

Biology

page 39

Changes in Suggested Program for Biology Major:
307 goes into Sophomore Year.

2-4 Bio electives in Junior Year.

0-2 Bio electives in Senior Year.

Chemistry

page 44

BA/BS Curriculum in Biochemistry:

315 Immunology replaces 335 Cell Physiology.

Economics

page 49

235 Health Care Economics and 236 Economics of Health Care Institutions will be replaced by 237 Economics of Health Care, and will be offered first semester, 1986-1987.

Education

page 54

Last sentence in Acceptance to the Teacher Certification Program should read:

"In addition to the application, the student must submit letters of recommendation from a professor outside the department, **or** her freshman adviser."

Additional paragraph:

Students electing to major in Elementary School Education must take a minor in a subject area taught in the elementary school. The following courses are the approved courses for a selected subject area minor:

Art: 324, 209, 117 or 118, 260 and 209.

Biology: 121, 122, 201, choice of two from 204, 233, 280.

Chemistry: 105, 106, 213, two semesters of Physical Science 120, 121.

Computer Science: 104, 105, 111, 140 and Education 421.

Economics: 101, 102, 220, 240, and an elective.

English: 201, 223, 237, 257, and 391 given at Simmons.

Foreign Languages: six courses are required.

French

For beginning students: 145-146 or 207-208, and two of the following, 219, 210, 340, 221.

For intermediate students: 205, 206 or 207-208 and four of the following, 210, 219, 221, 340, 155-156.

German

For beginning students: 153, 154, 253, 256 and two literature courses.

For intermediate students: 253, 256, 325 and three literature courses.

Italian

101, 102, 205, 208, 303, 215 or 315 or 318.

Spanish

For beginning students: 101, 102.

For intermediate students: 201, 202, 205, 206, 322 and one of the following, 301-302, or 320.

History: 225, 226, 233, 234, 217, 218.

Math: 101-102, two from 112, 203, 204, 303, 200 and one computer programming course.

Music: 150, 240, 241, and two of the following, 253, 360, 135, 153.

Philosophy: 101, 213, 214, and two additional courses selected by student and her adviser.

Political Science: 101, 102, 103, and two medium or upper level courses.

Psychology: 105, 141, 210, 333, and one from 220, 312 or 330.

Sociology: 101, 102, 103, 204; one from 201, 205, 206, 211, 218.

English

page 63

The English Department offers the student a Major with two programs and two Minor programs of study.

page 64

Required Courses for the Literature Program:

10 courses: at least three semesters of "Major Authors" in literary periods (220 and two of the following: 202, 232, 242); one semester of Shakespeare (257, 258, or 259); English 352; English 374; one seminar. The remaining courses must be elected from Literature Courses (242 or above). Only one writing course can be counted toward the major.

page 64

Track for Teachers of English

Delete 344.

Change 237 to 232 or 242.

Change 415 to 303.

Suggested Sequence of English Courses for a Major

Change 237 to 232 or 242.

Change 201 to 202.

Change 223 to 220.

Junior or Senior:

Delete 344 and 352.

page 64-65

Humanities Courses

Only 202, 232, and 242 may be counted toward the English major.

201 becomes 202 Major American Authors.

Replace 223 with 220 Major English Authors I.

Replace 237 with 232 Major English Authors II.

Delete asterisk from 205.

Add asterisk to 206.

Add asterisk to 212.

Add 244 Major English Authors III.

page 66

Delete o from 374.

353, 361 and 374 should be listed under Literature Courses.

Add 224 (see **New Courses**).

page 67

Communication and Writing Courses

190 should not be designated by o.

Delete 235 and 236.

Add 250 Writing for the Mass Media: Journalism, and 251 Writing for the Mass Media: Public Relations and Advertising.

page 68

Communication Arts Program

Program Requirements

I. Line 4: 202, 220, 232, 242 (any two) Major English/American Authors.

Line 6: 257, 258 or 259 Shakespeare

Line 7: Change 415 to 303.

III. Change to read "A Computer Science Course."

Suggested Sequence of Courses for Communications Arts

First Year: 202, 232 or 242.

Second Year: 220, or 232 or 242, 258 or 259.

Delete 235 and 236.

Add 250 Writing for the Mass Media: Journalism, and 251 Writing for the Mass Media: Public Relations and Advertising.

Third Year: Change 415 to 303.

Add 306 Basic Issues in Women's Studies.

Minor Programs

Two "Major Author" courses.

Eng 202 Major American Authors.

Eng 220 Major English Authors I.

Eng 232 Major English Authors II.

Eng 242 Major English Authors III.

Under Shakespeare:

Add 259 From Study to Stage.

Foreign Languages

page 71

German

Required courses: German 256, 280, 325, and seven other courses.

page 73

Italian

Required courses: change 302 to 303.

303 change description to, "A study of the grammar structure of the Italian language with intensive stress on development of oral skills."

The major concentration in Italian will be offered through 1989; thereafter, courses in Italian will continue to be offered.

Philosophy

page 91

Students who successfully complete 203 and 204 fulfill the Philosophy general requirement.

Sociology

page 108

Add to Soc 218: Prerequisite Soc 101, 102, or 103.

Add to Soc 301: Prerequisite Soc 101.

Add to Soc 400: Prerequisite Soc 101 and at least two other sociology courses.

New Academic Policies

Course Withdrawal Policy

The final date a student may withdraw from a course is November 10 in the first semester and April 10 in the second semester (effective second semester 1985-1986).

Mid-semester Evaluation Policy

By mid-semester faculty members should have evaluated all students in their classes and informed students whose status is at risk. Faculty will use the Registrar's warning slips to inform students of their grade status. Students are considered at risk if their grade is C- in a course (effective second semester 1985-1986).

Academic Integrity Policy

Rationale

Students and faculty of Emmanuel College wish to be dedicated to the development of an academic community, and therefore, each strives to accomplish her/his work with integrity and respect for one another. The following procedures are designed to facilitate and safeguard this desire.

Procedures for Implementing Academic Integrity

A. Plagiarism on Papers

I. Meaning

Essentially plagiarism is theft, the theft of the work of another person. In an academic context, it is the unattributed presentation of the work of another person under one's own name.

Plagiarism occurs in the written work of a student when she/he uses the words of another person without change or with merely minor changes and does not acknowledge the fact. The absence of quotation marks or of an indented paragraph (to indicate quotation) suffices to establish the objective fact of plagiarism. Plagiarism can also occur in other circumstances, (e.g., an art student presenting as her/his own a drawing done by another person) and can also be verified objectively.

Thus, objective plagiarism merely establishes the fact and does not consider intention. It is the sense in which the word is used here.

II. Policy

Teachers

1. Every teacher must stress to the students in a clear, unambiguous and forceful way what constitutes plagiarism. This should be done early in the semester and before the first written assignment. It is

recommended that the teacher raise the matter again during the semester in order to underline its significance.

2. Every teacher must impose the penalty for plagiarism and notify the academic dean to that effect. Failure to report detected plagiarism is a serious violation of academic integrity.

Students

1. By affixing her/his name to work a student is saying that the work is hers/his.
2. Plagiarism in the work of any student constitutes a serious violation of academic integrity.
3. Students found to have plagiarized a paper may receive a grade of F for the plagiarized work or a grade of F for the course. The grade is assigned by the faculty member.
4. A student may appeal to the Committee on Academic Integrity, but lack of intention will not be recognized as legitimate grounds for appeal.
5. A repeated violation may lead to the student being asked to take a leave of absence or to withdraw from the college.

B. Examinations

1. Faculty must explain Academic Integrity sanctions against cheating at the beginning of each course.
2. Each student signs a pledge of academic integrity on the cover of the examination blue book.

"I shall neither give nor receive help on this exam."

signature

date

3. Take-home exams must be open book, restricted by due time and date, and safeguarded by principles of academic integrity.
4. During examinations the maintenance of academic integrity requires that:
 - a) during a closed book exam, notes, books, or any other aid may not be used;
 - b) books, notebooks, papers, pocket-books, bookbags, and any other paraphernalia not pertinent to the exam must be left at the front of the classroom.
5. Faculty will proctor all exams.
6. Students who cheat on exams will receive an F in the course; the instructor will award the grade. In the case of

repeated violation of academic integrity, the student may be asked to take a leave of absence or may be expelled from the college.

7. A student has the right to appeal her/his case before the Committee on Academic Integrity. (see below)

C. Violations of Academic Integrity

1. Students who witness an infraction of academic integrity have the right to report the violation to the professor with the understanding that she/he may be required to confront the accused student concerning the incident. If the professor cannot resolve the case, the professor brings the case to the Committee on Academic Integrity.

D. Committee on Academic Integrity

1. The Committee on Academic Integrity is a standing committee consisting of 2 students, 2 faculty members, one academic administrator, and the Academic Dean as *ex officio* chair of the committee.
2. The Committee on Academic Integrity will meet in the first month of each term to review the guidelines regarding academic integrity and to set a date for tentative hearings at the end of the semester. The Committee will be available to meet as needed throughout the semester.
3. All alleged unresolved infractions must be reported to the Committee within one week of the faculty member's learning of the incident. The Committee must review cases and submit a decision within four weeks of the reported infraction, with the exception of reported infractions occurring during spring semester finals, which must be resolved within the first two weeks of the fall semester. Students may appeal decisions of the Committee on Academic Integrity to the Academic Review Board.
4. Students determined to have cheated on exams or to have plagiarized papers may receive an F in the course from the instructor. Infractions of academic integrity will be recorded in the student's file in the Registrar's Office until her/his graduation from Emmanuel College when the record will be destroyed. A student who repeats violation of academic integrity may be asked to take a leave of absence or may be expelled.

Academic Review Board

Philosophy

- That in the Academic Review Board's
 - decisions: the members shall be more liberating than punitive
 - deliberations: the members shall strive to maintain a delicate balance between Emmanuel's academic program and the growth of the student in question
 - exceptions: the members shall be conscious of any other inequity the exception would create the members shall grant the minimum needed to resolve the problem so as to help sustain the integrity of the usual academic procedure

Definitions

probation — a student is on probation if her average for the previous semester is below 2.0. Her record, therefore, is reviewed by the Academic Review Board. During the next semester she may not carry five courses nor may she leave any work incomplete.

unsatisfactory progress — two consecutive semesters below 2.0 plus a cumulative average under 2.0. (The student is not eligible for financial aid until she completes a semester with a 2.0 quality point average.)

Actions of the Academic Review Board — effective 1985-86

After a semester, a student with a quality point average between 1.00 and 1.99 shall receive a warning. Following a second semester if her quality point is between 1.50 and 1.99, she shall receive a final warning, and at the discretion of the adviser, may be asked to meet formally with Academic Review Board members. If, however, after a second semester, her quality point average is below 1.50 and her cumulative average below 2.0, she shall be required to take a leave of absence.

A student with a quality point average below 1.00 after a semester shall receive a final warning. If after a second semester, her quality point average is below 2.0 and her cumulative average below 2.0, she shall be required to take a leave of absence.

After an imposed leave of absence for one semester, a student may return to the college and may carry up to four courses with no incompletes. If, at the close of that semester, her semester average is below 2.0, and her cumulative average below 2.0, she shall be asked to withdraw from the college.

Rationale for Actions of the Academic Review Board

a semester's leave — to give a student the opportunity to develop stability and drive in the world of work since these qualities were not sufficiently developed during her college semesters

withdrawal — to be just to the student, to her family who has invested in her tuition, and to the faculty, when, after two attempts the academic pursuit appears to be fruitless at this time in the student's development

Membership

Academic Dean, Associate Dean (for the freshmen); General Advisers for Continuing Education students, seniors, juniors, sophomores; one faculty member at large

Meetings

monthly

Other Changes

Courses That Will Be Offered

First Semester 1986-1987

Biology: 240, 335.
 Computer Science: 104, 105.
 Economics: 237, 360.
 Education: 204.
 English: 224.
 French: 203.
 History: 410.
 Philosophy: 203+.
 Psychology: 106, 356.
 Theological Studies: 213, 306.
 Human Resource Management: 601, 610, 631, 660.

Courses That Will Be Offered

Second Semester 1986-1987

Biology: 307.
 Computer Science: 104, 111.
 Economics: 360, 380.
 English: 361.
 Philosophy: 204+.
 Psychology: 144.
 Theological Studies: 208.
 Human Resource Management: 600, 620, 630, 661.

Courses That Will Not Be Offered 1986-1987

Biology: 204, 271, 280, 332, 350.
 Education: 355, 356, 357, 421, 453.
 French: 205, 206, 210, 309, 222.
 German: 343, 347.
 Italian: 315, 323, 325.
 Spanish: 311.
 History: 375.
 Interdisciplinary Program: 202, 280, 300, 305.
 Political Science: 201, 235, 245, 270, 302, 304, 321, 328, 356, 358, 390, 401, 408, 418.
 Psychology: 245, 250, 263, 265, 285, 312, 325, 335, 428.
 Sociology: 203, 206, 211, 215, 280, 319, 305.
 Theological Studies: 241, 244, 267, 300, 303, 304.

Miscellaneous Changes

English

page 66
 Add 259 and 306 (see **New Courses**).
 Delete 344.
 Add 352, 361, 374.

page 68
 Under 19th Century, delete 344.

page 69
 Replacements for Reading Courses:
 Eng 202 Major American Authors.
 Eng 220 Major English Authors I.
 Eng 232 Major English Authors II.
 Eng 242 Major English Authors III.

German

page 72
 Add 282 Romanticism in Europe: Seminar.

Spanish

page 75
 317, line 4, quevedo not querido.

History

page 75
 Following the paragraph on interdepartmental, insert heading "History Minor" before the next course number.
 217 should be changed to 203+^o (see **New Courses**).
 218 should be changed to 204+^o (see **New Courses**).

Interdisciplinary Program

page 78
 Delete 208.
 Change 209 to 306 Basic Issues in Women's Studies (see **New Courses**, English).
 Add IDC 203 and 204 (see **New Courses**).

page 79
 Delete 301, 304.

Philosophy

page 92
 229* Philosophy and Science.
 235 Change title to Critical and Creative Thinking.
 Add 203 The Western Heritage (I) and 204 The Western Heritage (II) (see **New Courses**).

Political Science

page 96
 204 title should be Comparative Politics and Economics of Transitional Societies.

Sociology

page 108
 Delete Soc 322.
 Add 250 and 311 (see **New Courses**).

page 109
 Delete Soc/IDC 304.
 Theological Studies

page 113
 Add 306 (see **New Courses**, English).

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